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ABSTRACT

Developed for use in short-range and long-range vocational planning, this competency-based self-instructional module for administrators has two general objectives: develop an original vocational administrative plan for a simulated area vocational technical school and submit the plan for approval (evaluation). The module is designed in the following format: preassessment self-check instruments; general objectives and the terminal and enabling objectives for each followed by corresponding learning activities; self-evaluation checklist; final evaluation and feedback (sample answers and feedback sheet); a list of the module resources; and a simulation data kit for use in completing assignments. (BM)

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DEVELOPING SHORT- AND LONG-RANGE VOCATIONAL EDUCATION ADMINISTRATIVE PLANS

A SELF-INSTRUCTIONAL MODULE

BY
MERRILL L. MEEHAN

DEVELOPED BY THE COMPETENCY-BASED PROGRAM IN VOCATIONAL ADMINISTRATION, FUNDED BY THE PENNSYLVANIA BUREAU OF VOCATIONAL EDUCATION

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REVISED EDITION

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MLM

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CBVAP Self-Instructional Module

MODULE OVERVIEW SHEET

Program: Competency-Based Vocational Administration Program (CBVAP)

Unit: II, Organization and Administration

Competency Statement: Develop and submit for approval / assist in the development of / short-range (one year) and long-range (five years) administrative plans regarding vocational programs. CBVAP competency number seven.

General Objectives: There are two general objectives of this module. First, you will develop an original vocational administrative plan for a stimulated area vocational-technical school in Pennsylvania. Second, you will submit your plan for approval (evaluation).

Learning Activities: Within this module are several learning activities leading you in a systematic manner to develop and submit an original administrative plan. You will read information sheets and then identify the types and elements of administrative plans. Next you will identify the parts of administrative plan objectives and recognize inputs to said plans. Then, given sample administrative plans, you will analyze and evaluate them. Following an identification of the steps in administrative plan development, you will prepare your own for an area vocational-technical school based on numerous inputs provided in the appendix. Finally, you will be asked to submit your plan for approval (evaluation).

Criterion Evaluation: Each module enabling objective states the exact standards by which your performance is judged. Model answers and feedback responses are provided. The evaluator will assess the final administrative plan in terms of previously established performance standards. You will also be asked to complete and submit a module attitude form.

Time Frame: Based on data obtained from the pilot testing of this module, you can expect to spend a total of about nine and one quarter hours reading and completing all the activities contained herein. This time estimation may be reduced if you elect to skip some of the learning experiences.

I RATIONAL/INTRODUCTION

The ability to plan vocational education programs is as important as the ability to implement and evaluate such programs. Indeed, a case could be made that without the skill to effectively plan vocational education programs the administrator is not likely to know what he/she is implementing and, subsequentially, he/she could hardly know what to evaluate. Planning, then, is the first important step in the administrative cycle of "plan - implement - evaluate" vocational education programs.

The "systems approach" is the administrative theory upon which this module is based. While it is recognized that there are other important theories the vocational administrator could use as a basis for his/her administrative behaviors, the posture taken here is that, given the Federal, State, and local laws, rules, regulations, and reports requiring systems analysis-type information, the vocational administrator attempting to embrace any other administrative theory would soon find himself/herself deeply embedded in a conflict of demands. Therefore, it is assumed by this entire module that the development of a systems approach to vocational education administration is the most practical route to follow.

The purpose of this instructional module is to guide the learner through a sequence of learning activities resulting in the development of the competency to prepare original short- and long-range vocational education administrative plans. The culminating activity for this self-instructional module is the development of an original short- and long-range administrative plan for a simulated Keystone County Area Vocational-Technical School which each learner will submit for critiquing and evaluation.

This self instructional module has been organized in a systematic manner to help the learner develop the administrative plan. Within the module are general objectives related to the competency of developing vocational administrative plans. Each general objective has a minimum of one related terminal objective and one or more related enabling objectives. For each enabling objective there are a variety of learning activities, some with alternative - but equivalent - activities. At numerous points throughout the module there are self-evaluation questions and/or devices aimed at aiding the learner assess how well he/she is progressing through the various activities. The final simulation activity is to be prepared based on relevant information contained in an extensive appendix.

One important prerequisite for this module is that the learner be familiar with, or has had experience with, the writing of behaviorally stated educational objectives. There is some review material within the module pertaining to this topic, but not an extensive amount of it.

Finally, besides being self-instructional, this module is self-contained. Put another way, you may proceed through the module at your own speed at your convenience and, further, all the materials necessary for successful completions of the learning activities are right in the module. The administrative plan checklist may be removed from the package in order to complete it, or it may be copied and the completed copy submitted with the administrative plan. The same applies to the module attitudinal feedback instrument.

II PREASSESSMENT

Self-Assessment Checklist on Developing Vocational Administrative Plans

Directions: Answer all the following questions by checking either YES or NO in the space to the left of the item.

YES	NO		
____	____	1.	Can you identify the four major areas of responsibility for vocational administrators?
____	____	2.	Can you name the four basic elements of vocational administrative plans?
____	____	3.	Can you differentiate between two general types of administrative plans?
____	____	4.	Can you state the five components of vocational administrative objectives?
____	____	5.	If you were given a list of potential inputs to vocational education program plans, do you think you could correctly recognize 80% of those suitable for said plan?
____	____	6.	Do you think you could find one strength and one weakness of an administrative plan if the plan were given to you?
____	____	7.	Do you think you could evaluate an administrative plan based on predetermined criteria?
____	____	8.	Can you name the five steps in the development of an administrative plan?
____	____	9.	Can you prepare an administrative plan, based on a multitude of inputs, for a whole area vocational-technical school?
____	____	10.	Have you ever submitted an administrative plan that you have developed for someone's approval?

Scoring Your Self-Assessment Checklist

FIRST: Be sure that you have answered all ten questions with a check in either column.

SECOND: Examine your responses for questions 1, 2, and 3. If you checked NO for any of these questions, you should begin this module with the first page of the INSTRUCTION section and continue straight through. If you checked YES to questions one through three, you may skip the learning activities ending in that same number and move to the next step in the scoring procedure.

THIRD: Look at your response to question number four. If you checked YES, you can skip the learning activities for terminal objective 1.2. However, it may pay you to read the objective closely. If you checked NO for the fourth question, you should complete the enabling objective 1.2.1.

FOURTH: Look at your check mark for question number five. If you checked NO you should complete the learning activity for terminal objective 1.3. If you checked YES for this question, you can skip this learning activity.

FIFTH: Examine your responses to questions six and seven. YES responses indicate you can skip the two sets of learning activities for objective 1.4. Your own NO response cues you to the fact that completion of these two sets of learning activities would be helpful to your progress.

SIXTH: A YES check mark opposite question number eight means you can skip the learning activities for terminal objective number 1.5. A NO response mark means you should complete the learning activities for objective number 1.5.

SEVENTH: If your response to question number nine is NO, you should do the learning activities for terminal objective number 1.6. If you answered YES to the ninth item on the checklist, you will need to assemble the administrative plan called for in the learning activities and its three page justification and evaluate your plans against the criteria established in the enabling objective using the Vocational Administrative Plan Checklist contained in this module. If your plan meets the criteria, you should submit it as per the instructions in the next objective.

Scoring Checklist (Cont.)

EIGHTH: Look at your check mark for the last question - No. 10. If it is NO, you should complete the learning activities as outlined in the module for objective number 2.1.

If your response to the tenth question was YES, you must submit the administrative plan for checking as indicated in the learning activities. Again, you should check your submission procedures with those established in the learning activities and proceed accordingly.

III INSTRUCTION

General Objective 1
Develop a short-range and a long-range vocational education administrative plan

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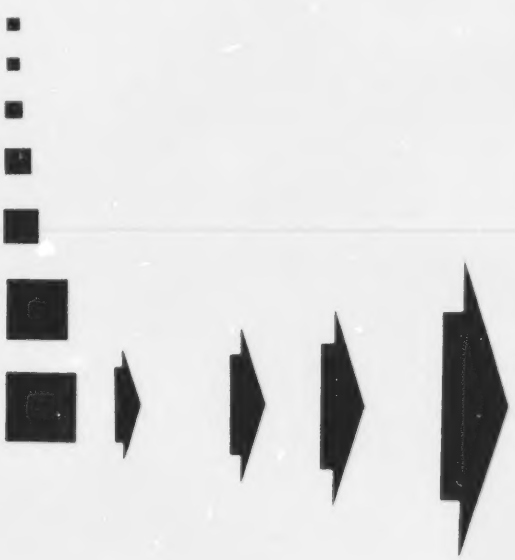
Terminal Objective 1.1: The learner will identify the various responsibility areas, elements, and types of vocational education administrative plans.

Enabling Objective 1.1.1: Given a resource, the learner will identify the four major areas of responsibility for vocational education administrative plans.

Learning Activities:

1.1.1-A: Locate the information sheet titled: Vocational Administration Responsibilities located on the next pages in the module and read it.



1.1.1-A Information Sheet

Vocational Administration Responsibilities

The responsibilities of vocational education administrators are varied and numerous. The administrative responsibilities are numerous because the charge to prepare youth and adults for occupations requiring less than bachelor's degree is a tremendously important mission. Not only should vocational students be prepared with specific job skills of his/her chosen occupation, but they should also be competent economically, socially, emotionally, physically, and intellectually in order to assume a position as a contributing member of our society.

One of the most important areas of administrative responsibilities for vocational leaders deals with all the planned activities for students in a vocational program. These planned activities include, but are not limited to, shop or laboratory instruction, pupil personnel services, work-related experiences, and co-curricular activities. This planned set of educational objectives and activities is aimed at facilitating assessment of expected learner outcomes and constitute the educational program. The vocational administrator makes decision or supervises decision making concerning the nature of the learner in programs under his charge, overall philosophy of the voca' al program, courses of study offered, content of the course strategies for teaching and evaluating vocational course tent and the instructors' effectiveness. Administrative s sions regarding the guidance and placement program, the cooperative work-related experiences, and the co-curricular pr gram of activities such as student clubs, student government, and athletic activities must be made by the voc tional administrator.

Decisions regarding the personnel needed to implement the planned program of activities is another category of vocational education administrative responsibility. The vocational education administrator must recruit, select, monitor, promote, and (occasionally) dismiss several types of employees. Vocational administrators must secure the services of highly trained professional administrators to assist him in delivering the education program. These subordinates could function in such administrative roles as supervisors, coordinators and, employed on certain occasions, consultants with their specialized skills. Other subordinates are assistants, managers, or principals. Professional vocational teachers are another personnel group for which the vocational leader is responsible. Much of the success of the program's instructional effectiveness can be alloted to the teaching staff. The importance of paraprofessionals and the clerical and custodial staff in the delivery of the vocational program should not be underestimated and these employees are the responsibility of the vocational administrator.

The local vocational administrator is responsible for the physical resources needed to implement the vocational education program. Contemporary vocational education instruction requires modern laboratories. Preparing youth and adults for occupations in our society requires that efficient, up-to-date, and safely designed shops and laboratories be utilized. These vocational shops and laboratories should be outfitted with the same type of equipment used by business and industry. Then too, the vocational program should be supplied with materials for instruction and maintenance sufficient to permit a smooth flowing program operation and the ultimate responsibility for these items rests with the vocational administrator.

Financial resources sufficient to deliver the planned vocational program is a critical area of responsibility. Funding commensurate with the personnel needs, the laboratory, equipment, and supply needs must be secured by the vocational administration from Federal, State, local and special funding sources. The fiscal plans should include procedures giving assurances that funds will be expended for their intended purposes.

1.1.1-B: Analyze the contents of the information sheet in terms of administrative responsibilities.

1.1.1-C: Synthesize what this sheet says are the four typical vocational education administrator's responsibilities into major categories and label them.

They are: 1._____

2._____

3._____

4._____

Self-Evaluation: Have you read the information sheet, analyzed its contents, and identified the four major categories of vocational administration responsibilities? If you have done so, then you should check your answers with those appearing in the Sample Answers and Feedback Sheet contained in the Evaluation section pages. If you correctly identified the major areas of responsibility for vocational administrators then you proceed to the next enabling objective and its learning activities. If you did not correctly identify the four categories as named in the feedback sheet, perhaps you could profit from a rereading of the information sheet before proceeding to the next enabling objectives.

Enabling Objective 1.1.2: Given a resource, the learner will identify the four basic elements of vocational education administrative plans.

Learning Activities:

1.1.2-A: Turn the page and locate the information sheet associated with this learning activity titled: Vocational Education Administrative Plans. Read it.

1-1-2-A Information Sheet

Vocational Education Administrative Plans

At the outset, it is necessary to operationally define what is meant by the term "vocational education administrative plan" and distinguish it from other important vocational plans. In order to be eligible to receive federal vocational education funds, local education agencies must, by law, prepare annual and long-range plans. For our purposes we shall call these documents the "total local vocational education plan or proposal." This total local vocational education plan is prepared in accordance with guidelines provided by the state vocational education agency. In many cases, the state agency will provide consultation and assistance to the local agency in the preparation of the total local vocational education plan. Thus, the chief function of the total local vocational education plan is to secure state and federal funds. The benchmark publication for procedures to be used in preparation of both state and local vocational education program plans is the important study report by Arnold (1969) titled: Vocational, technical, and continuing education in Pennsylvania: A systems approach to state local program planning.

The vocational education administrative plan, in contrast to the above, is a management technique to be used by the local vocational administrator as he or she implements the total local plan. The vocational education administrative plan is one tactic utilized by the administrator in the implementation of the total local plan. A good vocational education administration plan should use the same kinds of inputs in its formulation as the total local plan. The administrative plan plays no official role in securing state and federal funds to operate the local program. Finally, another distinction between the two plans is that the total local vocational education plan is a formal document that may never be made public whereas the vocational education administrative plan could, and probably should, be made public.

A completely developed vocational education administrative plan responds to such pervasive questions as: (1) Where do we want this vocational program to go in the future? (2) How do we want to get from where the program presently is to where we want it to be? (3) Within what time limits or constraints can we reasonably be assured of arriving at the planned target? and (4) What will it cost to get the program where we want it?

In effect, then, the totally developed vocational education administrative plan is not unlike a road map that is used in planning a family trip. Means, methods, times, and expenses necessary for undertaking the trip can be planned and anticipated ahead of the trip so as to help make the vacation

successful, enjoyable, and efficient. Roadblocks may appear unexpectedly, but the best road maps outline alternative routes to avoid these types of problems.

Program planning of any type is a dynamic, complex process. Administrative planning is a continuous cyclical process also. The systems approach to administrative planning considers all relevant data as an information base upon which the decision-maker (administrator) can utilize in his/her judgmental processes. The systems approach provides said data in a systematic manner. Hilton and Gyuro (1970) state:

> A systems approach to program planning is a rational and logical procedure which allows problem solving techniques to be applied to individual aspects of the total problem area. A system is a set of elements which are interrelated and interdependent and are goal oriented within a specific context. (p. 31)

Formulation of the vocational education program objectives is the most important step in the development of administrative planning. Administrative objectives derived from the larger goals or mission of the vocational program provide the "hitching posts" for other components of the plan. Clearly stated, achievable, and relevant administrative objectives communicate to the various target audiences the intent of the vocational program. Fuzzy, "hazy," or "cloudy" administrative objectives are of no more usefulness to vocational administrators than are similarly-stated objectives for the instructional aspect of the program. Both communicate little and provide no clear indications of intended directions that each are to follow.

Since the Robert McNamara era at the Pentagon, numerous tools, techniques, and concepts from the business, industry, and military arenas have been advocated for social science and educational programs. Many of these management concepts and techniques have been first, advocated and second, mandated as administrative tools for educational leaders. One common denominator of each of these management techniques is the formulation of clearly stated program objectives. These management techniques aimed at improving planning, forecasting, and decision-making include: (a) Management By Objectives (MBO), (b) Planning, Programming, Budgeting Systems (PPBS), (c) Management Information Systems (MIS), and (d) Program Evaluation and Review Technique (PERT).

Administrative plans typically include a listing of program activities associated with the previously formulated program objectives. These administrative plan activities are the delineation of the methods and/or means by which the

objectives are expected to be implemented. The generation of a variety of alternative means of utilizing resources to attain stated objectives is the first step taken after the formulation of the administrative objectives. Decisions regarding which of the alternative activities would most likely achieve optimal results are made by the local vocational administrator or by a cooperative effort of several individuals or groups working under his/her supervision. In summary, administrative plan activities are methods and/or means through which predetermined objectives are attained.

Considerations of time are another important aspect of vocational administrative plans. The title of this module provides cues as to commonly held time frames for administrative plans. Short-range administrative plans generally connote the time span of one year; these plans are sometimes labeled the more logical title of annual plans. The generally accepted time frame for long-range plans is a period of five years in the future. However, it should be noted that there is not universal agreement on this matter; some long-range plans are for short or longer periods of time than five years but they are usually clearly labeled as such. Plans which involve longer periods of time than the five years mentioned are usually, but not always, called different names. For example, administive plans drawn up for a period of ten or so years are sometimes called "mission statements."

Administrative plan time considerations involve more aspects than just those named in their titles. Vocational administrative plans sometimes provide responses to the question of how long would it take to get the program in operation. This is labeled "installation time." Lead time is a term referring to deadlines assigned to program activities prior to the anticipated operating date. Operation time describes what amount of time actually was involved in the many subdivisions of the program's activities. Cyclical time considerations are important for some programs. For example, if the vocational administrator is considering the installation and/or expansion of the school's job placement services, it is crucial to the planned program that the time of the year be weighed in the decision. In typical job placement services projects, the months of November and December are usually set aside for job development activities while May, June, and July are used for securing job placements for students.

Allocation of financial resources to selected activities of the vocational administrative plan is yet another element of said plans. Funding is a very important aspect of modern administrative plans; this may be the most important aspect given the shrinking value of the dollar, increasing demands for those dollars, and public cries for accountability from educational programs. It is no secret that vocational education

programs, by their very nature, are more expensive than other types of educational endeavors. Actual costs of programs, the sources of dollars to fund programs, and availability of program funding are some of the financial resource concerns of administrative plans. Finally, limitations, if any, placed on program funds need to be ascertained and weighed in the decision-making process by the vocational administrator.

1.1.2-B: Dissect the contents of the information sheet in terms of the basic elements (components, parts, subdivisions, or sections) of administrative plans.

1.1.2-C: Synthesize what the information sheet says are the essential elements of administrative plans and identify the four of them.

They are: 1._____

2._____

3._____

4._____

Self-Evaluation: By now you have read the information sheet, digested (mentally, of course) its content, and have identified the four essential elements of educational administration plans. Right? If you have performed the above tasks then you will want to check your answers with those appearing in the Sample Answers and Feedback Sheet in the Evaluation section pages identified by learning activity number 1.1.2-C.

If you correctly identified the four basic elements of education administrative plans then you should congratulate yourself on a job well done! Right? Now you should plunge ahead into the next enabling objective. However, if your identification of basic elements of administrative plans is not on target with those named in the sample answers page, this indicates that you probably could profit from rereading and analyzing the information sheet 1.1.2-C. After restudying the sheet and agreeing with the sample answers provided, you are now ready to proceed to the next enabling objective.

Enabling Objective 1.1.3: Provided with a resource to read, the learner will differentiate between two general types of vocational administrative plans by either: (1) identifying the basis on which the differentiation can be made, or (2) identifying the basic elements found in each type as defined in the module.

Learning Activities:

1.1.3-A: Turn the page, find the information sheet titled: Types of Vocational Administrative Plans and read it.

1.1.3-A Information Sheet

Types of Vocational Administrative Plans

A careful analysis of literature on the systems approach to educational administration planning leads one to conclude that two types of administrative plans are advocated and illustrated. The "totally developed" vocational education administrative plan, such as described previously in the 1.1.2-A information sheet, includes all those basic elements named. This type of administrative plan is the type advocated, described, and illustrated by the Performance-Based Curricula Program's module number A-9 titled: "Develop Long-Range Plans for a Vocational Program" developed by the Center for Vocational Education at the Ohio State University.

The authors of the Center for Vocational Education module say:

> Total long-range plans go beyond the goals, and describe the means for achieving them. Effective long-range plans are not merely statements of good intent. They are specific plans for action with responsibility designated for their achievement. Plans are broken into identified segments, or steps, with deadlines for each stage. ... the point here is that long-range plans must be broken down to be functional. Activities are completed, thus, achieving an objective. Objectives are achieved, thus meeting the goals. When all goals are met, you have fulfilled your long-range plans... (p. 11)

A second, equally persuasive, viewpoint on the content of educational administrative plans is presented by Kaufman (1972). The author recognizes the need to establish the activities, time frame, and budget necessary to reach the selected program objective, but he opines that these elements form the "systems synthesis" stage of plan development and he is careful to stress how formulation of the program's objectives is the "system analysis" stage. The book jacket says it best:

> Educational System Planning presents concepts and tools for determining what should be accomplished before how to do it is determined or implemented. The emphasis is on 'planning what to do,' rather than 'doing what has been planned.' ... In distinguishing between planning and doing ... it approaches every plan from the same point of view: establish a proper identification of needs before anything else is considered. A blueprint of action based on accurate measurements eliminates premature conclusions, choice of a solution before a problem has been properly identified, and jumping to conclusions that overlook important aspects deeply affecting the outcome.

The view held here that in real educational settings the determination of the program's activities, services, funding, and appropriate time format will be a cooperative venture requiring inputs from sub-management administrators with specialized knowledge and skills. Therefore, the basis for the remainder of this module's efforts will be the position espoused by Kaufman.

1.1.3-B: Analyze the information provided in terms of types of vocational administrative plans.

1.1.3-C: Differentiate between two general types of vocational administrative plans. This can be done by either of two ways. First, you could identify the basis upon which the differentiation can be made or, second, you could identify the basic elements found in the type of administrative plan as defined in the information sheet.

*First method response: _____

OR

*Second method response: _____

Self-Evaluation: A piece of cake! Why can't they all be this easy you ask? At this point you will want to check your response or responses with the answers given in the Sample Answers and Feedback Sheet. Recall that you only need to select one of the two differentiation methods. No harm, though, to have done both. Assuming you had one method of differentiation correctly identified, you will probably want to go on to the next enabling objective below.

If some confusion exists between your responses and the sample answers provided by the module, some effort may be needed to resolve the conflict. Maybe the responses identified as correct were too obvious and you missed the forest for the trees. Perhaps you disagree totally with the sample answers and would like to discuss your perceptions of the right answer with the instructor. This is possible. You know who and where the person is, so don't hesitate to call and seek help. If you take this step and can honestly come to resolution of your problem, then you will want to advance to the next objective.

At this point you may want to go back to the first terminal objective - number 1.1 and ask yourself if you have fulfilled it. The three previous enabling objectives and their learning activities, if completed satisfactorily, are indications that you have identified the various uses, elements, and types of vocational education administrative plans. At this stage you should be able to respond affirmatively and thus, congratulate yourself. The second terminal objective and its associated enabling objectives and learning activities is the next order of business.

Terminal
Objective 1.2: The learner will identify the components of vocational administrative plan objectives.

Enabling
Objective 1.2.1: Given several resources, the learner will identify the five components of vocational administrative plan objectives.

Learning Activities:

1.2.1-A: Locate the procedure sheet 1.2.1-A titled: How to Write Effective Administrative Objectives and read it.

OR

Alternative Activity

1.2.1-B: Locate and read the book: Developing vocational instruction by Mager and Beach

OR

Alternative Activity

1.2.1-C: Locate and skim through the contents of Objectives for instruction and evaluation by Kibler, Gegla, Barker, and Miles.

OR

Alternative Activity

1.2.1-D: Locate and skim read any one of the many books available on writing educational objectives as an aid to help you identify the component parts.

and

1.2.1-E: Review the page titled Graphic Representation of Components in Administrative Plan Objectives.

1.2.1-A Procedure Sheet

How to Write Effective Administrative Plan Objectives

Administrative plan objectives are written to communicate technical information to subordinates, teachers, parents, board members, advisory committee members, and other professional and lay personnel. Writing administrative plan objectives is not a matter of making them more exciting or interesting to the casual reader; they will never make the best selling booklist. They are technical communication devices intended to assist in educational program planning and implementation.

Preparing educational administrative plan objectives does require careful attention to several principles. Administrative plan objectives should be achievable and realistic given the information on hand when they are written. The preparation of unachievable and unrealistic objectives is a waste of both the writer's and the reader's time. The formulation of objectives for administrative plans calls for the application of the principles of consistency, specificity, and accuracy. Objectives should be related to the overall goals, aims, or mission statements. They are often ranked in terms of their priority levels.

All good administrative plan objectives include the name of the target group or groups receiving the effects or the program, a statement the conditions for completion of the activity, the activity the program will perform in an action verb mode, the content area relative to the action verb, and a statement of the performance requirements or criterion level. These components of objectives are labeled with several different terms within the many books written about preparing educational objectives for instructional purposes. For the purposes of this module the learner is asked to think in terms of using the various components for administrative planning. The astute reader will quickly see the linkages among the many terms used by various authors to describe similar aspects of objectives. The important thing is to know the various ingredients of objectives and how to identify each whenever it appears in an objective.

Below is an example of an effective administrative plan objective with its components identified:

Component	Example
Conditions	Using relevant data
Target Group	the administrative staff
Action Term	will complete
Content Statement	a feasability study in health occupations
Performance Requirements	by the end of the school year

(7) 1.2.1-A Procedure Sheet (Cont.)

Assembling the components, the completed plan objective would read: Using relevant data, the administrative staff will complete a feasability study in health occupations by the end of the school year.

Another example:

Component	Example
Conditions	Following general advisory committee approval and pupil personnel services efforts
Target Group	the percentage of seniors placed
Content Statement	in training-related jobs
Action Term	will be increased
Performance Requirements	by 10% in one year

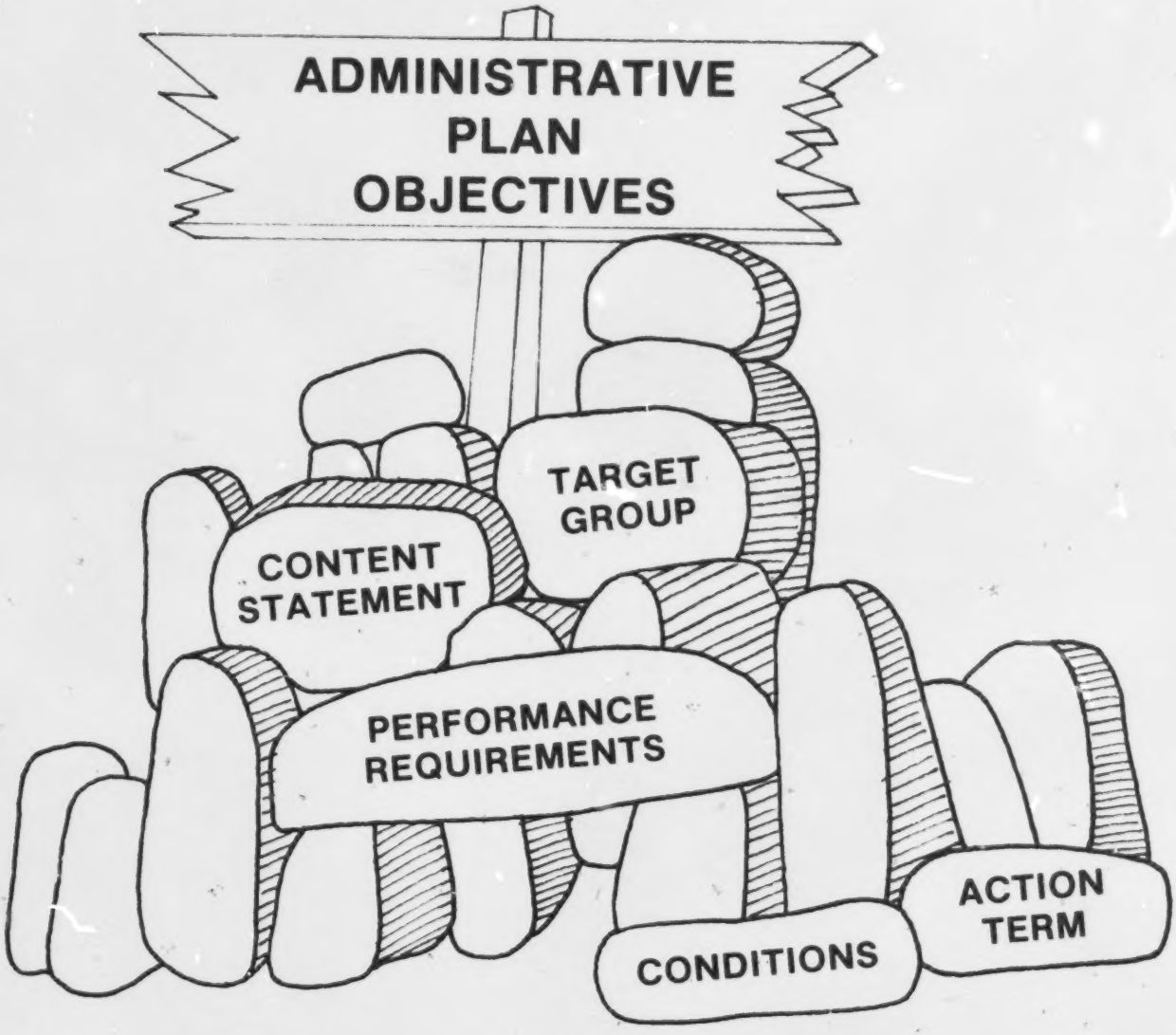
Assembled it read: Following general advisory committee approval and pupil personnel services efforts, the percentage of seniors placed in training-related jobs will be increased by 10% in one year.

Another Example:

Component	Example
Conditions	During April and May
Content Statement	a survey of the teaching staff's professional development interests for the up coming school year
Action Term	will be completed
Target Group	the building principal
Performance Requirements	and the results reported to the Director of Vocational Education.

The assembled administrative plan objective reads thusly: During April and May a survey of the teaching staff's professional development interests for the upcoming school year will be completed by the building principal and the results reported to the Director of Vocational Education.

Graphic Representation of Components
in Administrative Plan Objectives



1.2.1-E: In the spaces below identify the five component parts of effective objectives for administrative plans with either the correct name as given or by naming the characteristics of each component.

1. _____
2. _____
3. _____
4. _____
5. _____

Self-Evaluation: After naming the five components of administrative plan objectives in the spaces above, you will wish to check your responses with the sample answers. If you had all of them correct then you should move to the next enabling objective.

In the event that you missed one or more of the answers (a remote possibility?) you could profit from some additional reading on instructional objectives. Recall that there is no universal agreement on what these five terms are, but you should be conversant with the characteristics of each and be able to describe each. When you are satisfied you can identify the components, you can proceed to the next step.

Terminal Objective 1.3: The learner will recognize inputs to the vocational education administrative plan.

Enabling Objective 1.3.1: Given a list of numerous potential inputs to the development of a vocational education administrative plan, the learner will correctly recognize the 80% of those suitable for use as inputs to the plan.

Learning Activities:

1.3.1-A: On the next page is Activity Sheet 1.3.1-A titled: Potential Inputs to the Development of Vocational Administrative Plans. Follow the directions as stated and complete it.

1.3.1 Activity Sheet

Potential Inputs to the Development of Vocational Administration Plans*

Directions: Below are hypothetical and real types of input that are of possible value in the development of a vocational administrative plan. The potential inputs are grouped by logical categories. You are to decide if each item (input) is of value in said plan development and indicate your decision by checking the appropriate space under the YES column or the NO column

Potential Input	Yes	No
I Student related data		
1. Enrollment: K-6, 7-9, 10-12		
2. Enrollment: Secondary-Academic		
3. Enrollment: Secondary-Vocational		
4. Enrollment: Postsecondary/Adult		
5. Males in vocational classes		
6. Females in vocational classes		
7. Race composition		
8. Attendance: Annual % of attendance		
9. Health of student body		
10. Percent dropout from school		
11. Number of graduates/year		
12. Percent go into military service		
13. Percent enter labor market		
14. Percent enter homemaking fulltime		
15. Percent unemployed		
16. Achievement ranges of students		
17. Interest inventories given		
18. Attitude inventories given		
19. Hobby activities of student body		
20. Sports activities available		
II Manpower related data:		
1. Nature of jobs - supply - National level		
2. Nature of jobs - demand - National level		
3. Nature of jobs - projections - National level		
4. Same items as 1-3 at State level		

*Form designed by M. L. Meehan, 1-28-77.

Potential Input	Yes	No
5. Same items as 1-3 at County level		
6. Same items as 1-3 at all three governmental levels by job categories		
7. Job entry requirements		
8. Employment data-three levels		
9. Unemployment data-three levels		
10. Labor market trends		
11. Total wages paid in County		
12. Wages paid in County by industry		
13. New and emerging jobs		
14. Location of jobs		
15. Potential for new job openings		
III School staff, course, and building data:		
1. Total school employees		
2. Number of administrators		
3. Number of vocational teachers		
4. Number of academic teachers		
5. Number of paraprofessionals		
6. Number of clerical staff		
7. Number of custodial staff		
8. Percent of vocational teachers certificated		
9. Percent of administrators certificated for the positions they hold		
10. Number of occupational programs (courses)		
11. Levels within the occupational courses		
12. Location of programs		
13. Special needs groups served by occupational programs (e.g. disadvantaged, handicapped, etc.)		
14. Estimated student enrollments-total		
15. Estimated student enrollment-by course		
16. Building square footage-total		
17. Instructional area square footage by laboratory		
18. Number of shops and laboratories		
19. Number of academic classrooms		
20. Cafeteria facilities		
21. Auditorium facilities		
22. Building flexability		
23. Building expansability		
24. Building location		
25. Building access to transportation		

Potential Input	Yes	No
IV Financial related data:		
1. Nature of funding		
2. Sources of funds		
3. Tax base of district		
4. Cost of personnel		
5. Cost of support services		
6. Cost of regular, fixed expenditures		
7. Local construction costs by categories		
8. State share of funding		
9. Federal share of funding		
10. Average income per household		
11. Debts of school authority		
12. Special funding opportunities		
13. Availability of special governmental funding		
14. Cooperative intergovernmental agencies		
15. Tax millage rate		
V. Demographic/Socioeconomic data:		
1. Location of student population base		
2. Square miles of County		
3. County population		
4. Percent of County population-Rural		
5. Percent of County population-Urban		
6. County population rank in State		
7. Population density		
8. Is County population a SMSA?		
9. Land transportation facilities (highways)		
10. Water transportation availability		
11. Air transportation availability		
12. Cultural activities		
13. Number of newspapers in County		
14. Number of radio stations in County		
15. Number of television stations		
16. Mobility of population		
17. Number and type of higher education institutions		
18. Number of homes owned by residents		
19. Ethnic heritage of residents		
20. Religious backgrounds of residents		
21. Number and type of art museums		
22. Number and type of musical groups		
23. Number and type of recreation facilities		
24. Number and type of fish and game preserves		

Potential Input	Yes	No
25. Natality of County		
26. Death rate of County		
27. County population by sex		
28. County population projections		
29. Number of residents on welfare		
30. Per capita income in County		

Self-Evaluation: When you have completed the 1.3.1-A activity sheet you should check your response with the performance level stated in the enabling objective. Recall you are to recognize 80% of the correct responses from the total list of input items. Turn to the Sample Answers and Feedback Sheet and correct your own completed checklist.

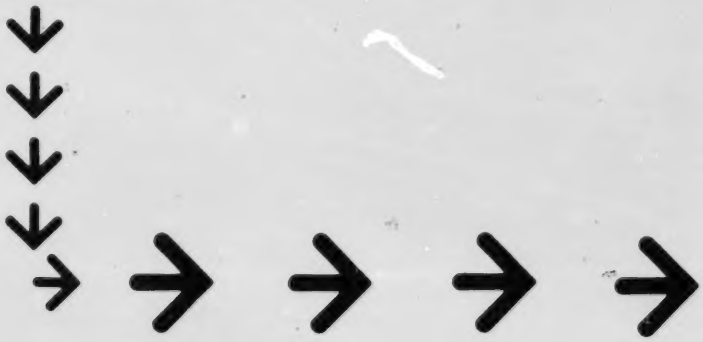
Howjado? If you got 80% or more of the answers correct, you are ready to move up to the next objective. Even if you did not score 80% or more, you should move along because this type of recognition activity does not lend itself to instructional remediation.

Terminal Objective 1.4: The learner will analyze and evaluate sample vocational administrative plans.

Enabling Objective 1.4.1: Provided a sample vocational administrative plan, the learner will analyze it and describe one strength and one weakness contained therein.

Learning Activities:

1.4.1-A: Turn the page to the 1.4.1-A Activity Sheet titled: Vocational Curriculum Development Planning Form and study it.



1.4.1-A Activity Sheet

Vocational Curriculum Development Planning Form*

Curriculum Development Activity Statement	Must be done this year	Helpful to do this year	2 yrs.	3 yrs.	4 yrs.	5 yrs.
1. Community/business survey	X					
2. School population info. secured	X					
3. State level employment & projections obtained	X					
4. Local level employment & projections obtained	X					
5. Advisory committees formed	X					
6. Program philosophy written		X				
7. Teaching-learning assumptions listed		X				
8. Overall program goals formulated		X				
9. Program of studies developed		X				
10. Student services determined		X				
11. Co-curricular program developed			X			
12. Work-related experiences named			X			
13. Vocational instruction -al model designed	X					
14. Formative evaluation instruments chosen		X				
15. Program approvals obtained				X		
16. Advisory committees review curriculum					X	

*Source: Meehan, M. L. Planning for vocational curriculum development. Unpublished self-instructional module, Pittsburgh: University of Pittsburgh, Vocational Education, August, 1976.

1.4.1-B: Analyze the various items, columns, headings and X's on the completed sample planning form in terms of their content, specificity, interrelatedness, communicability, and other factors you find helpful in your analysis.

1.4.1-C: In the **spaces** below, describe a minimum of one strength and one weakness contained in the sample planning form based on your analysis. (You may want to describe several strengths and weaknesses if you desire.)

1 Strength: _____

_____

2 Weakness: _____

_____

Self-Evaluation: After completing the above spaces with your responses as directed, please turn to the Sample Answers and Feedback Sheet and check your work. If you identified and described at least one strength and one weakness in line with the ones listed in the sample answers section, you are on target, everything A-OK, and all systems go to the next step in the module.

Perhaps you described strengths and weaknesses not provided in the sample answers. This is possible and is a reflection of the fact that there may be more strengths and weaknesses in the sample planning form than the instructor spotted. If so, you could help that person out by jotting down your responses and feeding them to the writer in an informal or formal manner. There will be space provided on a module evaluation form for performing this helpful and appreciated activity.

Regardless of whether or not you identified the same strengths or weaknesses in the planning form as given in the sample answers, after seeing the sample responses, you should be able to agree with them upon reanalysis of the administrative planning form. If such is not the case, perhaps you could engage in a dialogue with the instructor in order to discuss the issues. This done, you are ready for the next sequential learning task.

Enabling
Objective 1.4.2: Given a sample vocational administrative plan, the learner will evaluate it in terms of criteria previously presented in this module and name one strength and one weakness.

Learning Activities:

1.4.2-A: Overleaf find the untitled, two page vocational administration plan called simply: Table 3 from the FY 77 Pennsylvania State Plan and study it.

1.4.2-B: Assess the Table 3 planning form in light of criteria previously established in this module. Evaluate the various items, columns, activities, specificity, etc., contained in Table 3.

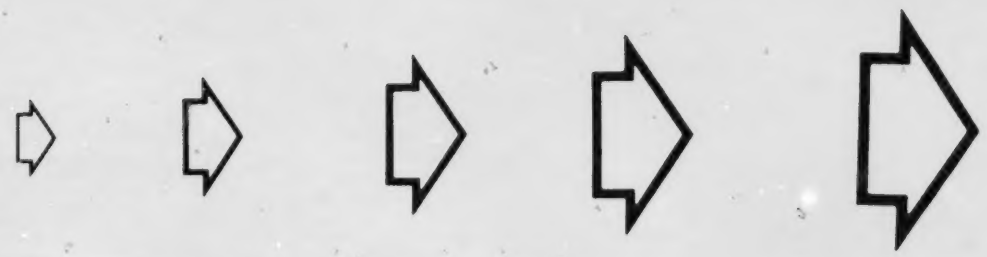


TABLE 3 - Page 1*

Level: Target Population: Secondary

Goal #3 TO ENCOURAGE AND ASSIST SCHOOLS IN DEVELOPING A MUCH HIGHER DEGREE OF COOPERATION AMONG THE AREAS AND PROGRAMS OF HOME ECONOMICS, INDUSTRIAL ARTS, BUSINESS EDUCATION AND VOCATIONAL-TECHNICAL EDUCATION.

Proposed Action Fiscal Year 1977	Budget Category	
1. Implement the curriculum plan developed jointly by Industrial Arts and Home Economics by providing each school system with the recommended plan.	On Going Funding	
2. Provide statewide distribution to all 505 school districts of the jointly developed (by Industrial Arts and Trade and Industrial Education) position paper entitled, "The Role of Industrial Arts in Vocational Education."		
3. Develop a plan of activities for cooperation between curriculums grades 7 to 9 and vocational-technical curriculums in grades 10 to 12 namely agriculture education, business education, distributive education, health occupations education, home economics education and trade and industrial education.		
4. Encourage the local education agency to develop a plan for communication of staff of grades 7 through 12 and advisory groups in order to provide a continuum of vocational-technical education.		

*Source: Bureau of Vocational Education. Fiscal year 1977: A Pennsylvania state plan for administration of vocational-technical education programs: Part II - Annual and long range program provisions. Harrisburg: Pennsylvania Department of Education, 1977.

TABLE 3 - Page 2

Objective FY 1977 Develop a higher degree of cooperation in vocational education fields.

Outcome			BVE Involvement	Program Progress Review	Benefits Anticipated
1976	1977	1981			
NA	25 LEA	50 LEA	Industrial Arts & Home Ec. Section	On-Going spring of 1977	Eliminated sexism.
Distribution to 505 school districts	Initiate 3 pilot programs	25 programs involvement	State Staff Voc. & Ind. Arts	On-Going	Evidence of coordination between industrial arts and trade and industrial education.
NA	Each of the 6 program areas will have developed guidelines	60 pilot programs	State Staff Field Staff RCU Ind. Arts Staff	Evalution of pilot projects	Evidence of joint planning of grades 7-12.
NA	Six areas guidelines will be distributed	60 pilot programs	State Staff Field Staff RCU Ind. Arts Staff	Evaluation of pilot projects	Evidence of improved career selection

1.4.2-C: In the spaces below and based on criteria given in this module, write one strength and one weakness you judged within Table 3.

✓ Strength: _____

_____

✓ Weakness: _____

_____

Self-Evaluation: Check your responses with those on the sample answer page. Your two answers should appear in these model answers (in the correct category naturally). These sample answers are based on criteria previously presented in this module and, therefore, your responses should be substantially in line with these answers. If yours aren't, perhaps you should reread the criteria for administrative plan objectives and/or the basic elements of administrative plans. When you have reconciled any disagreements, proceed to the next task. Or, if you consider the differences important, consider presenting them on the module evaluation form.

Terminal Objective 1.5: The learner will identify the steps in the development of a vocational administrative plan.

Enabling Objective 1.5.1: Given a reading, the learner will identify five steps in the development of an administrative plan.

Learning Activities:

1.5.1-A: Locate on the next page, the information sheet for this learning activity and read it. The title of the sheet is: Steps in Developing a Vocational Administrative Plan.

1.5.1-A Information Sheet

Steps in Developing a Vocational Administrative Plan*

The major question which first must be answered, and the question which will influence all other factors of a long-range program plan is: What should the vocational education program in my school look like three to five years from now? With the help of the advisory committee, your administrator, and other state department and university personnel, one must begin with a statement of assumptions about the future and about the nature of the vocational program. These assumptions establish the framework for looking at the vocational education program of the future. Assumptions should not take the form of "wild guesses," but should instead be logical, carefully determined decisions based on occupational supply and demand, on community survey data, and on other related factors such as the social, economic, political, and educational forces which prevail. Examples of a few such statements of basic assumptions follow:

> The student enrollment of the school will increase by 20 percent over the next five years.
>
> Girls and women will be seeking training in vocational programs that are at present exclusively the province of men.
>
> There will be a decreasing demand for training in agricultural-related occupations because of the gradual urbanization of the area.
>
> Funding for vocational education will make possible the addition of technical programs requiring sophisticated and expensive equipment.

After one has established assumptions about the future, the next steps involve moving the vocational program of the present to the perceived program of the future. Before planning the future, one must be well aware of the present, because the present, no matter how good or bad, is the foundation on which one must build. This can be accomplished in a four step procedure involving:

*Source: Performance-Based Curricula Program. Develop long-range plans for a vocational program: Module A-9. Columbus, Ohio: The Ohio State University, The Center for Vocational Education, 1976.

1.5.1-A (Cont.)

Step 1: Gathering information about the community.

If a community survey is available, consider this to be the starting point of your understanding of the present. All kinds of information and data are available from a community survey which can help you gain a better understanding of the present. Data such as present and projected school enrollments, number, and kinds of faculty, present facilities and equipment, present curriculum offerings, administrative organization of the school system, budgetary allocations, and the district's tax base are all examples of the scope of the present situation. Knowing students' vocational interests and parental expectations in your community is also important.

Step 2: Searching out information on occupational supply and demand.

Decision-makers responsible for planning educational programs that are designed to prepare persons for specific occupations and skills must be aware of occupational supply and demand. The Amendments to the Vocational Education Act of 1963 state that vocational education should be "...realistic in the light of actual or anticipated opportunities for gainful employment."

Where does one find this important information? The Employment Services Office in your town or neighboring county seat will have up-to-date information on manpower trends. Its files and records show peak and low periods in local employment and industry. The U.S. Department of Labor, Bureau of Labor Statistics publishes information on employment that you may find in your library. The Department of Health, Education, and Welfare, Office of Education, Bureau of Occupational and Adult Education can also provide you with this data. Additionally, each State Bureau of Vocational Education reports on vocational program completions and expectations for that state. Write to your state supervisor for these materials. Student follow-up studies will also tell you something about the success your former students have had in gaining employment in their field.

Step 3: Setting future program goals.

Based on the above information, assess the present situation and set future program goals. You may wish to refer to Module A-6, "Develop Vocational Program Goals and Objectives," for more information on developing program goals and objectives. Keep in mind that not all goals are of the same size and scope

and this will affect (1) the length of time needed to meet that goal, and (2) the resources you will need. Consider the following two examples of program goals:

> As a perceptive business education teacher, you are aware that although your graduates are well prepared in the basic secretarial skills, they seem to be unable to compete for jobs. It appears that the local employers are hiring people with fewer skills than those of your graduates, and that a majority of the newly employed secretaries come from an adjacent school district.
>
> Upon studying the problem and talking with some of the local employers, you have decided that your students could benefit from a teaching unit on how to get a job. Goal: Teach a unit on applying for a job, filling out applications, and interviewing for a position. This is a smaller program goal involving a limited amount of time and resources.

Step 4: Listing the activities for reaching goals.

Plan the order of the activities for achieving the goals. This may involve determining the order in which facilities and equipment will be obtained, the order in which additional teaching personnel will be employed, and the order in which monies will be spent for these items. Planning how one spends money for the acquisition of facilities, equipment, and personnel is simply a matter of creating a long-range budget. It is through the budgeting process that one is able to spread the expense evenly over a period of years. It is also through this process that one is best able to make day-to-day economic decisions that will in the long run be most appropriate in terms of accomplishing long-range goals. As an example, the Allied Health teacher may need an expensive microscope for teaching the typing of blood. She could decide that rather than buying a cheaper model with little magnifying power that can presently be afforded, she will delay purchase for two years. She can then buy the model which better fits into the long-range program plans and will permit the students to perform more sophisticated procedures.

In summary, a long-range program plan includes the four basic concepts of: (1) forecasting the future from data obtained from a community survey, the study of occupational supply and

1.5.1-A (Cont.)

demand, and parent-student interests, (2) setting broad vocational education program goals for the future, (3) estimating the resources needed to accomplish the vocational education program goals, and (4) developing activities for the accomplishment of these goals.

Steps in Developing a Vocational Administrative Plan.

1.5.1-B: Identify the five major steps to follow in the development of administrative plans based on information contained in the information sheet. List these five steps in the spaces provided below:

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

Self-Evaluation: Check your responses with the sample answers provided on the feedback sheet. Your answers should agree with sample answers. If yours don't, you might want to study the information sheet another time. When you can honestly agree with the five sample answers, proceed to the next objective. The next objective is the culminating objective for this general objective so you have the end in site!

Terminal Objective 1.6: The learner will develop an original vocational administrative plan.

Enabling Objective 1.6.1: Given relevant vocational education administrative inputs in the form of a simulation data kit, the learner will develop an original administrative plan for the simulation school called Keystone County Area Vocational-Technical School. Evaluative criteria for this plan is that it contains two objectives for each of the four major areas of administrative responsibility (one short- and one long-range), the objectives are to contain all five component parts, and each pair of objectives is to be interrelated. Additionally, each learner will write an original three page maximum length justification for the formulation of his or her administrative plan objectives.

Learning Activity:

1.6.1-A: Turn this page to the Review Sheet: Vocational Administrative Plans and study it.

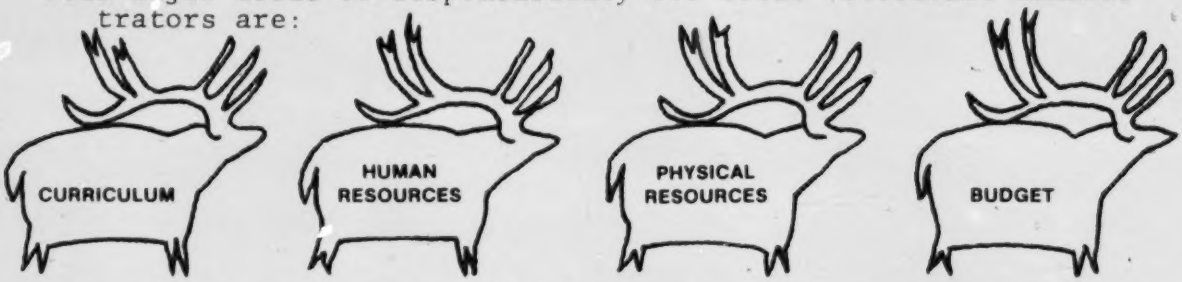
1.6.1-B: Locate Appendix A - Keystone County AVTS Stimulation Data Kit. Based on the knowledge you have acquired to this point and writing to the criteria established in the enabling objective above, prepare an original administrative plan. You may choose to make the plan on a graphic layout or you may choose another format. Be certain that you clearly identify the four areas of responsibility and that you label the administrative objectives either short- or long-range.

1.6.1-C: In a document separate from the administrative plan objectives, prepare justification for your formulation of the plan objectives that establishes the basis upon which the objectives were formulated. You should refer to specific portions of the Keystone County AVTS simulation data by title names. This justification statement should be no longer than three typed pages. It would be helpful if you prepared a cover sheet detailing the course, program, date, institution, your name and other pertinent facts.

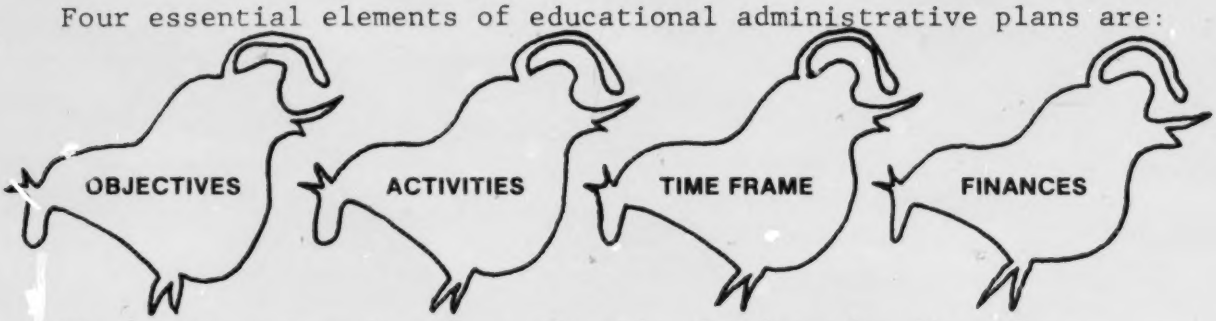
Review Sheet:

Vocational Administrative Plans

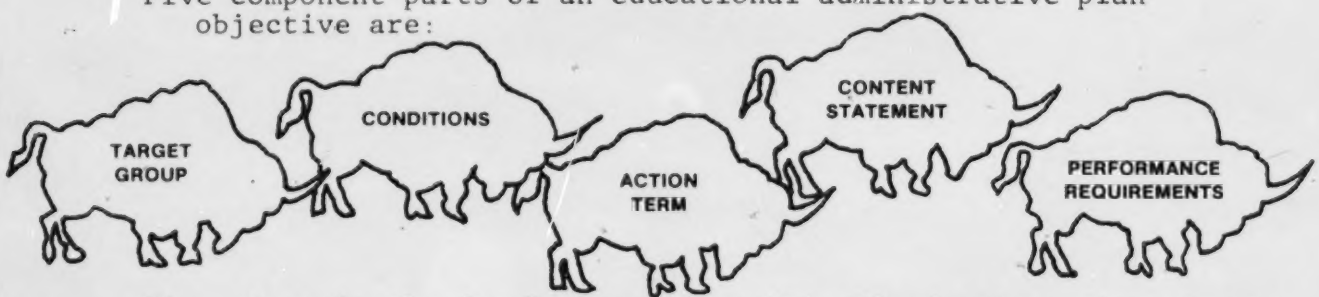
Four major areas of responsibility for local vocational administrators are:



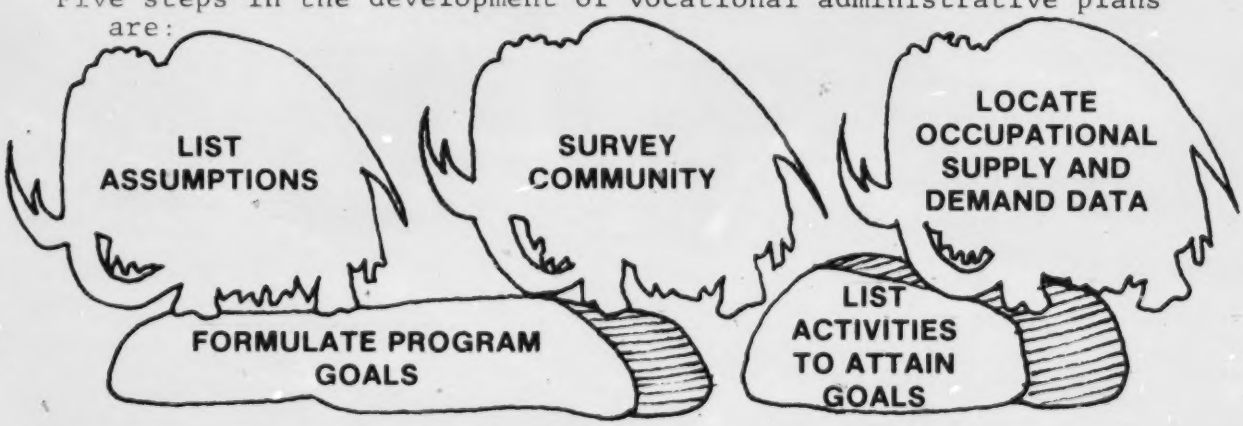
Four essential elements of educational administrative plans are:



Five component parts of an educational administrative plan objective are:



Five steps in the development of vocational administrative plans are:



General Objective 2
Submit Vocational Administrative Plan for Approval

Terminal Objective 2.1: The learner will submit an original vocational administrative plan for approval.

Enabling Objective 2.1.1: Having an original vocational education administrative plan previously developed for the earlier general objective, the learner will submit it for approval within the time span established.

Learning Activities:

2.1.1-A: You should have developed your administrative plan by now. This objective calls for you to submit it for approval. The submission of your plan for evaluation will simulate (and activate) the approval process.

2.1.1-B: A date for the submission of the plan will be established and communicated to you. You should assemble your work and submit it on or before that date. Details of where to submit it will be provided.

Self-Evaluation: There is no self-evaluation questions at this point. By this time you will have attained the necessary subcompetencies required to develop and submit for approval a short- and long-range vocational administrative plan. Good Luck! Feedback will be given to you.

IV SELF-EVALUATION

Vocational Administrative Plan Checklist

Name_____ Date:_____

Part I The Plan: Please read each of the following statements. If you demonstrated the behavior indicated in your administrative plan, encircle YES opposite the statements; if not, encircle NO.

The vocational administrative plan:

1. Contains an original short-range objective directed at the school's curriculum	YES	NO
2. Contains an original long-range objective directed at the school's curriculum	YES	NO
3. The two curriculum objectives are inter-related	YES	NO
4. Contains an original short-range objective directed toward school personnel	YES	NO
5. Contains an original long-range objective directed toward school personnel	YES	NO
6. The two personnel objectives are inter-related	YES	NO
7. Contains an original short-range objective directed toward the school's physical resources	YES	NO
8. Contains an original long-range objective directed toward the school's physical resources	YES	NO
9. The two physical resources objectives are inter-related	YES	NO
10. Contains an original short-range objective directed toward financial resources	YES	NO
11. Contains an original long-range objective directed toward financial resources	YES	NO

Vocational Administrative Plan Checklist (Cont.)

12. The two financial resources objectives are inter-related YES NO

13. Does <u>each</u> of the eight administrative plan objective specify:

A. Appropriate <u>conditions</u> for the behavior YES NO

B. The <u>target group</u> term YES NO

C. Observable behavior via an <u>action verb</u> YES NO

D. A <u>content statement</u> YES NO

E. Minimum acceptable <u>performance requirements</u> YES NO

<u>Part II</u> The Justification: Read each of the following statements. If you demonstrated the behavior indicated in your administrative plan justification, encircle YES opposite the statement; if not, encircle NO.

14. Is the completed justification statement original? YES NO

15. Is the completed justification statement addressed to the plan's objectives? YES NO

16. Does the justification refer to specific pieces of data contained in the simulation kit? YES NO

17. Are the justification statements written well? YES NO

18. Is the completed statement no more than three pages long? YES NO

19. Are the justification statements logical and convincing? YES NO

20. Do the plans and the justification sections have a neat cover page with necessary transmittal data? YES NO

Mastery of the module's general objectives, and, thus, the Pitt CBVAP competency number seven will be noted when the evaluator can circle YES for items numbered one through sixteen, eighteen, and twenty. Of course, having YES's for 17 and 19 would help, but the others are required.

If you had to circle NO for <u>any</u> of the items from 1-16, 18, and 20, you must correct the fault before submitting your plan for formal review.

Learning Activity 1.1.1-C:

The four major areas of responsibility for vocational administrators are: (1) curriculum, (2) human resources, (3) physical resources, and (4) budget. Naturally, your answers may not have the same exact titles as these four categories, but the spirit of those titles should be evident in the categories you identified.

Learning Activity 1.1.2-C:

The four essential elements of educational administrative plans are: (1) establishment of desired objectives, (2) the development of activities or other alternative means aimed at the objectives, (3) establishment of a time frame adequate to assist in implementation of the activities, and (4) allocation of financial resources to implement the selected activities. These four elements could easily be shortened to: (1) objectives, (2) activities, (3) time frame, and (4) finances.

Learning Activity 1.1.3-C:

First Method Answer - Differentiation between the two general types of administrative plans is based on the level of specificity of the said plan. Whereas one method advocates the "Whats" and the "Hows" of an administrative plan, the second method calls for a listing of only the "whats."

Second Method Answer - The Center for Vocational Education module calls for objectives, activities, time frame, and budget elements; Kaufman advocates naming the objectives but omitting the activities, time frame, and budgets elements (except where they may be part of the objectives).

Learning Activity 1.2.1-E:

Your five responses should be: (1) target group, (2) conditions, (3) action term, (4) content statement, (5) and performance requirements. These five parts can appear in any order, of course. Another type of satisfactory answer would be to describe the characteristics of the five components in such a fashion that an independent reader could deduce the connections between the characteristics and their labels.

Learning Activity 1.3.1.-A:

The correct responses for all 105 items in the potential input checklist are YES. There aren't any NO responses which we judge to be the proper response. Thus, if you have checked 21 or more items in the NO column, you missed the criterion for this objective. Shame on you! We did not attempt to trick

you on this activity, we just tried to emphasize the complex, dynamic process that vocational education program plan development is - honestly.

Learning Activity 1.4.1-C

Strengths of the sample curriculum development planning form include:

-- The form is neatly laid out
-- The form lists more than just short-and long-range time frame considerations
-- Numerous vocational curriculum development activities are listed
-- Every activity statement does include an action verb and a content statement

Weaknesses in the planning form include:

-- A single, clear, achievable administrative objective is not provided
-- No statements of conditions are provided
-- The specific target group for the activities is not stated.

Learning Activity 1.4.2-C:

Strengths in table 3 based on previously established criteria include:

-- Target groups for each plan activity are identified
--Performance requirements for the identified both in terms of time, outcomes, and numbers
-- The goal includes a content statement.

Weaknesses of table 3 include:

-- There is no one clear, specific statement that can be labeled an administrative plan objective
-- Although the activities list performance requirements, the goal statement does not contain realistic and clear performance requirements
-- The action verbs "to encourage and assist" are rather nebulous and do not lend themselves to easy observation of their having been achieved.

Learning Activity 1.5.1-B:

The five steps to follow in the development of an administrative plan are:

Sample Answers and Feedback Sheet

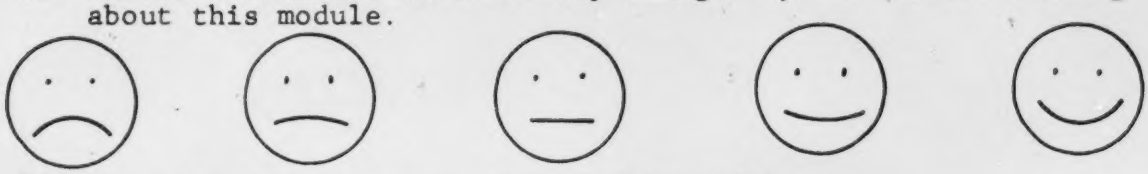
1. Develop a set of assumptions about the vocational program.
2. Gather information about the community.
3. Search out occupational supply and demand information.
4. Formulate future program goals.
5. List activities for reaching the goals.

VI FEEDBACK

MODULE ATTITUDE FEEDBACK FORM (MAFF)

Please complete this form and submit it to your instructional leader.

1. Please circle the face corresponding to your overall feeling about this module.



2. Name one or more strengths of this module.

_____

_____

_____

3. Name one or more weaknesses of this module.

_____

_____

_____

4. What do you think about the organization and format of this module?

_____

_____

5. What do you think about the objectives, activities, and content of this module?

_____

_____

_____

6. What are your attitudes toward demonstrating competency via self-instructional modules?

_____

_____

7. In the space below or on the back, please write any personal reactions which you feel are important in terms of assessing the value and worthiness of this module.

VII MODULE RESOURCES

Texts and Other Publications:

Arnold, W. M. (ed.) Vocational, technical, and continuing education in Pennsylvania: A systems approach to state-local program planning. Harrisburg: Pennsylvania Department of Public Instruction, 1969.

Bureau of Vocational Education. Fiscal year 1977: A Pennsylvania state plan for administration of vocational-technical education programs: Part II - Annual and long-range program provisions. Harrisburg; Pennsylvania Department of Education, 1977.

Franchak, S. J. & Bruno, N. L. Planning vocational education programs in Pennsylvania: Guidelines for the use of labor market information. Harrisburg: Pennsylvania Research Coordinating Unit for Vocational Education, 1971.

Hilton, G. P. & Gyuro, S. I. A systems approach - 1970: Vocational education handbook for state plan development and preparation. Frankfort: Kentucky State Department of Education, Bureau of Vocational Educational Education, 1970.

Kaufman, R. Education system planning. Englewood Cliffs, N.J.: Prentice-Hall, 1972.

McNamara, J. F. & Franchak, S. J. Planning vocational education programs in Pennsylvania: Guidelines for the use of labor market information. Harrisburg: Pennsylvania Research Coordinating Unit for Vocational Education, 1970.

Meehan, M. L. Planning for vocational curriculum development. Unpublished self-instructional module, Pittsburgh: University of Pittsburgh, Vocational Education, August 1976.

Performance-Based Curricula Program. Develop long-range plans for a vocational program: Module A-9. Columbus, Ohio: The Ohio State University, The Center for Vocational Education, 1976.

Rosenthal, N. and Dillon, H. "Occupational outlook for the mid-1980's," Occupational Outlook Quarterly, Vol. 18, No. 4 (Winter) 1974.

Senier, J. Population projections for Pennsylvania and counties: 1970-2000. Harrisburg: Pennsylvania Department of Education, Bureau of Information Systems, 1975.

Numerous Information, Procedure, and Activity Sheets and/or Forms contained within the Module.

Appendix A

Keystone County AVTS

Simulation Data Kit*

*Economic and industrial data obtained from the real county report provided by the Pennsylvania Department of Commerce in their Pennsylvania Industrial Census Series. Although a few locational facts have been changed, the bulk of the data are real. The area vocational-technical school data were obtained from an authenic school in the county. Both agencies will remain anonymous.

KEYSTONE COUNTY ECONOMIC PROFILE

Keystone County is located in the western part of the state. The French Huguenots and Germans first settled the area in the middle 1700's followed by a wide variety of other groups. The area is known for its cultural and ethnic diversity. Originally called "Teuton" County, it was renamed in the mid 1900's to Keystone County in honor of Buster Keaton, originator of the Keystone Kops, who was born in the County. To this day, the police officers in this hometown wear "Keystone - Kop"style uniforms.

The County's topography varies from the Appalachian valleys and ridges in the northern part, the Great Valley and the South Mountain through the central section, to the Piedmont lowlands in the southern portion. Elevations, with the exception of the outcrop of ridges in the east central section of the County, range below 1,000 feet. The County, ranked 18th in the State, is above average in area, with 32 percent of its land in forest and 47 percent in crop and pasture lands. Agriculture is one of its most important industries, with the largest and finest farms located in the southern half of the County. In 1972, Keystone County ranked first in the State in the production of honey; 2nd, for oats; 3rd, in wheat, corn for grain, hay, tobacco and milk; 4th, in barley; and 5th, in peaches. In addition, the County is one of the major mushroom production areas, both in the State and Country. A farm census of December 31, 1971 listed 2,470 farms which produced annual cash receipts of $47.8 million. Of this, $21.9 million, $7.1 million, $5.5 million, and $6.0 million were derived from dairy, meat animals and miscellaneous livestock, horticultural speciality and poultry farming, respectively. Manufacturing, highly diversified, is the leading industry of the County, which in 1971 ranked 4th in the State in industrial employment and 9th in value of production. Goods and products valued at $41.0 million were exported during the same year by 95 of the County's 608 manufacturing establishments. Also contributing to the economy of the County were sales realized from wholesale and retail trade outlets and selected services which, in 1967, amounted to $771.6 million and $61.6 million respectively.

For the sportsman, Keystone County is noted for its many facilities offering hunting, fishing, boating, skiing, golfing, football and baseball. During 1971, the Game and Fish Commissions released 3,033 game animals in the County's

wooded areas and 87,265 fish, in streams.

Vacationers and tourists can find much of interest in the County. In addition to many quaint customs, world-renowned Western Pennsylvania cooking, and attractive farms, there are numerous attractions such as crystal and onyx caves; colonial home of Conrad Weiser-Penn's Indian agent; Hopewell Village - a restored early iron works and community; Lincoln's ancestoral home; Daniel Boone's homestead; Keystone Park - recognized as one of the world's greatest thematic amusement parks; Automobile Works Museum and the Keystone County Fair -- nationally famous and held every Independence Day week.

Based on the 1970 U.S. Census figures, Keystone County is ranked 9th in the State in population. The 1970 U.S. Census of Housing listed 101,027 housing units located in the County, of which 100,734 were year-round housing. Sixty-nine point seven percent were owner occupied and valued at a median figure of $12,400.

From January 1, 1972 through June 1973, the Pennsylvania Industrial Development Authority (PIDA) gave final approval to one loan totaling $300,000, a project for which it was estimated would create 790 jobs and produce $6,400,000 in additional payroll. During 1972, nine revenue mortgage loans, totaling $9,535,850, for projects costing $10,340,460, were approved by the Department of Commerce consistent with the Industrial and Commercial Development Law of 1967. These nine projects, three for pollution control facilities, will create 461 new employment opportunities and will preserve 5,483 existing jobs. Assistance funds through the fiscal year ending June 1972, amounting to $860,585, have been granted for Urban Planning Projects. Federal and State subsidies granted through the year ending December 31, 1971 for twelve Urban Redevelopment Projects totaled $22,945,423. Through December 1971, eleven Project 70 and thirteen Project 500 Applications were completed, having approved amounts totaling $799,073. One Project 70 and twelve Project 500 acquisition and development contracts were in progress, with approved amounts of $373,654, of which $205,610 has been reimbursed.

Interstate Highway 476 is a north-south expressway connecting Pennsburg to the Pennsylvania Turnpike which crosses the County at its extreme southern tip. The William Tell Highway, Interstate 88, traverses the northern part of the County east to west. Highway construction and maintenance expenses in the County amounted to $23.1 million during fiscal year 1971-72.

Pennsburg, the County Seat, the County's largest municipality and the mushroom capital of the world, is

the home of Alfdredo College, a coeducational institution. Enrollment, in 1972, was 1,605 students, of which 871 were male and 1,364 full-time. Also located in the City is a women's college, whose 1972 enrollment was listed at 172 students. Recently established Keystone Community College listed an enrollment of 478 students for the current school term. The County is the home of a state-owned college and a state university campus center, both coeducational, whose combined 1972 student body numbered 5,668, of which 2,475 were male students and 4,744, full-time students.

County revenues and expenditures during 1970 were $9,925,252 and $9,519,038 respectively, with a reported debt of $412,000. Under Act 511, seventy-five municipalities collected a total of $6,373,786 during 1970. Eighty-one authorities, with original bond issues amounting to $155,332,000, had $89,051,000 outstanding on December 31, 1971.

KEYSTONE COUNTY ECONOMIC ANALYSIS

Over the years, Keystone County is one of the several counties in the State that has achieved a very favorable industrial mix. Of the 20 general classifications of manufacturing, as defined by the Federal Bureau of the Budget, 19 are represented in the County, with only the tobacco manufacturers absent. Moreover, 14 of the 19 groups reported employment in excess of 1,000, with no single group contributing as much as 16 percent of the total. Conditions such as these are conducive to a healthy economic picture and do not subject the County economy to extreme fluctuations in employment and income categories.

It is interesting to note that over the past decade the ratio between durable goods manufacturers and non-durable goods manufacturers has changed very little; however, what shift has occurred has been slightly in favor of the durable goods manufacturers. Employment growth for this group during the period was 5.4 percent while corresponding wages and salaries only grew at a rate of 0.8 percent. This is understandable because the average pay for the durable goods manufacturer employee increased only 39.0 percent during the period as compared to a 79.5 percent growth for the average non-durable goods manufacturing employee for the same period.

In 1972 Keystone County's 608 manufacturing establishments employed 52,970 persons (Figure 1). This was virtually unchanged from the employment level of 53,089 in 1971 (119 employee loss and a decrease of 0.2 percent). Although employment was about equally distributed between durable and non-durable goods manufacturers, the County is extremely oriented to two industrial fields: the "Heavy" industry field, SIC 33 through 37 who employed 23,846 employees (45.0 percent), the largest percentage of the County's industrial labor force; and the "Needle" industry, SIC 23, the second largest employing field, which had 12,331 employees (23.3 percent) of the total. During 1972, there were seven employing groups whose employment each exceeded 5 percent of total employment and they were divided four and three between durable and non-durable goods manufacturers respectively. Their rankings were as follows:

Code	Industry Group	Employment	Percent
	County total	52,970	100.0
22	Textile mill products	8,171	15.4
33	Primary metal products	6,914	13.0
36	Electrical and electronic machinery, equipment and supplies	6,024	11.4
35	Machinery, except electrical	5,068	9.6
20	Food and kindred products	4,878	9.2
23	Apparel and related products	4,160	7.8
37	Transportation equipment	3,792	7.2

From the above, it will be noted that industry is well diversified with employment being fairly equally distributed among the leading employing groups; consequently, the economy of the County is not dependent upon one industry for a healthy economic picture.

Despite the slight loss of employment, wages and salaries had a substantial increase of $31.9 million (8.0 percent) from 1971 to reach a new high of $431,319,000 (Figure 2). All seven industrial groups that led in employment payed at least 5 percent of the total manufacturing payroll. The ranking of the seven industries by payroll differed somewhat from their ranking by employment as can be seen by comparing the following table with the ranking indicated above.

Code	Industry Group	Wages and salaries (In thousands)	Percent
	County total	$431,319	100.0
33	Primary metal products	72,077	16.7
36	Electrical and electronic machinery, equipment and supplies	60,935	14.1
22	Textile mill products	46,393	10.8
35	Machinery, except electrical	45,418	10.5
37	Transportation equipment	38,925	9.0
20	Food and kindred products	34,118	7.9
23	Apparel and related products	21,630	5.0

Value of production also recorded a large increase of $179.9 million (12.5 percent) to bring the 1972 total to $1,619.4 million (Figure 3). This was the largest value of production for the decade. Six of the seven groups that led in employment and wages and salaries also produced at least 5 percent of the value of production of the County. The Apparel industry was the group which did not produce 5 percent. However, the Chemicals and Allied Products industry (SIC 28), a capital intensive industry, did produce over 5 percent of the value of goods. The ranking of the industries by their value of production is as follows:

Code	Industry Group	Value of production (In thousands)	Percent
	County total	$1,619,444	100.0
33	Primary metal products	339,773	21.0
36	Electrical and electronic machinery, equipment and supplies	210,632	13.0
20	Food and kindred products	187,792	11.6
22	Textile mill products	152,519	9.4
37	Transportation equipment	144,688	8.9
35	Machinery, except electrical	100,116	6.2
28	Chemicals and allied products	96,939	6.0

The final graph (Figure 4) depicts the percentage change in employment, wages and salaries, and value of production compared to the base year 1963. Employment peaked in 1969, but has experienced losses for the period 1970-1972; however, it did end the decade showing a gain of 2.6 percent, or 1,334 more jobs than in 1963. Both wages and salaries and value of production have, for the most part, shown a general parallel upward movement throughout the decade. The overall growth of 76.0 percent in wages and salaries since the base year had added $186.2 million to the County economy, while the 86.9 percent gain in value of production represents $753.1 million. The average annual wage for an industrial worker has increased 71.6 percent since 1963; but the employee in the non-durable goods industries has enjoyed a greater percentage increase than the worker in the durable goods industries.

	Average wages and salaries		
	1972	1963	Percent change
County	$8,143	$4,746	71.6
Durable goods	9,478	5,785	63.8
Non-durable goods	6,634	3,695	79.5

The City of Pennsburg, the County Seat, and largest community in the County, is the largest industrial center, with 220 establishments, employing 22,727 people and paying $204.0 million. Important industrial activity is also found in a number of boroughs and townships throughout the County. Contiguous to the City of Pennsburg, the Boroughs of West Pennsburg and Washington, and Lincoln Township reported industrial employment of 924, 4,027, and 3,564, with wages and salaries of $6.0 million, $32.0 million, and $31.4 million respectively, to add to the metropolitan Pennsburg area totals. In addition, six boroughs in the outlaying areas of the County reported employment of 1,000 or more and wages and salaries of over $6.3 million.

Keystone County Population Projections*

AGE	GROUP	1970	1975	1980	1985
09	Male	24690	20878	19466	19804
	Female	23286	20008	18629	18823
	Total	47976	40886	38095	38627
10-19	Male	25936	26621	24784	20395
	Female	25962	26015	23863	20178
	Total	51898	52636	48648	40573
20-24	Male	8476	12266	12238	13738
	Female	11273	12904	12966	13253
	Total	20249	24171	25204	26990
25-34	Male	15812	17020	21598	23226
	Female	16783	19665	24024	24992
	Total	32595	36685	45622	48217
35-44	Male	17614	16631	15942	18711
	Female	18547	17642	16960	20494
	Total	36161	34273	32903	39205
45-54	Male	18588	17561	17158	16054
	Female	20130	19060	18279	17367
	Total	38718	36621	35438	33421
55-64	Male	15729	16482	16467	15812
	Female	17688	18655	18737	17819
	Total	33417	35137	35204	33630
65-74	Male	9824	10141	10466	11014
	Female	12492	13331	14002	14897
	Total	22316	23472	24468	25911
75-99	Male	5045	6648	7683	8398
	Female	8007	10621	12683	14312
	Total	13052	17269	20366	22710
TOTAL	MALE	142214	144248	145804	147151
TOTAL	FEMALE	154168	157903	100144	162136
COUNTY	TOTAL	296382	302151	305948	309286

*Source: Recategorization and retabulation of data contained in: Senier, J. Population projections for Pennsylvania and counties: 1970-2000. Harrisburg: Pennsylvania Department of Education, Bureau of Information Systems, 1975.

Projected Growth by Major Occupational Group for the Nation, 1972-1985* (in thousands)

	1972 Employment	Projected 1985 Requirements	Percent Change	Openings		
				Total	Growth	Replacement
TOTAL	81,703	101,500	24.2	61,200	19,800	41,400
White-Collar Workers	39,092	53,700	37.3	38,800	14,600	24,200
Professional & Technical Workers	11,459	17,000	48.8	12,000	5,600	6,400
Managers & Administrators	8,032	10,500	30.1	5,900	2,400	3,500
Saleworkers	5,354	6,500	21.3	3,800	1,100	2,700
Clerical Workers	14,247	19,700	38.2	17,000	5,400	11,600
Blue-Collar Workers	28,576	32,800	14.7	13,800	4,200	9,600
Craft & Kindred Workers	10,810	13,000	20.2	5,300	2,200	3,100
Operatives	13,549	15,300	13.1	7,200	1,800	5,500
Nonfarm Laborers	4,217	4,500	5.9	1,300	200	1,000
Service Workers	10,966	13,400	22.2	8,500	2,400	6,100
Private Household Workers	1,437	1,100	-26.1	700	-400	1,100
Other Service Workers	9,529	12,300	29.0	7,800	2,800	5,000
Farm Workers	3,069	1,600	-47.1	100	-1,400	1,500

Note: Details may not add to totals because of rounding.

*Source: Rosenthal, N. and Dillon, H. "Occupational outlook for the mid-1980's," Occupational Outlook Quarterly, Vol. 18, No. 4

Projections of Pennsylvania's Vocational Enrollments*

Occupational Programs By O.E. Codes (Gainful only)	1977 Total (S,PS,A)**	1981 Total (S,PS,A)
01. Agriculture	21,000	21,450
04. Distribution	16,650	20,380
07. Health Occupations	19,861	27,661
09.02 Home Ec. (Gainful)	10,920	12,320
14. Business and Office	101,569	109,269
16. Technical	24,700	27,300
17. Trade and Industrial	114,432	123,432
99. Spec. Program Unduplicated	7,860	15,860
99.01 Group Guidance/Pre-Vocational	5,100	7,125
Total	322,092	364,797

Level of Instruction (Gainful only)		
Secondary	206,392	240,372
Post secondary	50,000	55,000
Adult	65,700	69,425
Total	322,092	364,797

*Source: Bureau of Vocational Education. Fiscal year 1977: A Pennsylvania state plan for administration of vocational-technical education programs: Part II - Annual and long range program provisions. Harrisburg: Pennsylvania Department of Education, 1977.

**S = Secondary, PS = Post secondary, A = Adult. The table does not show the projected industrial arts enrollment of 400,000 for 1981 because this total is not approved for vocational education enrollment.

Keystone Standard Metropolitan Statistical Area

Future Job Prospects due to Growth and Labor Force Separations for Selected Occupations

Secretaries, General--Excellent opportunities for employment because secretaries are essential to almost all industries. As businesses expand, more secretaries will be needed to accommodate the increased volume of paperwork. Many employers hire secretaries for temporary or part-time work, making these positions attractive to people who do not wish to or are unable to work full-time. Both growth and labor force separations will create large numbers of openings.

Sewers and Stitchers--Many openings will be available because of a high rate of labor force separations. The apparel industry in Pennsburg, where the majority of sewers and stitchers are employed, will experience a loss of employment from 1974 to 1985. There will be a corresponding decline in the total number of sewers and stitchers, so that all openings will result from labor force separations.

Waiters and Waitresses--The large number of openings are a result of both growth and a high turnover rate. A growing population, higher incomes, and an increasing number of wives working outside the home will stimulate demand for restaurants. Part-time work (less than 35 hours/week) for waiters and waitresses will be plentiful for students and others who are unable to work full-time. Competitions for jobs will vary with the type of restaurant.

Practical Nurses--Employment outlook is quite good. Practical nursing is the only occupation which ranks in the top 20 occupations based on both total job openings and percentage growth between 1974 and 1985. Employment will rise in response to the needs of a growing population and expanded public and private health insurance plans. Jobs will be created also as practical nurses take over duties previously performed by registered nurses.

Dental Hygienists--Opportunities for employment are good. Dental hygienists have the highest rate of growth of any occupation. Although the number of openings is relatively small, 210, the demand for dental hygienists is anticipated to be greater than the supply. Contributing to the demand will be increased participation in dental prepayment plans and more group practice among dentists.

KEYSTONE COUNTY DATA

Area

Area	862.1 Sq. Mi.
Rank	18th

Population

	1975 (1) Estimate	1970	1960
Population	310,356	296,382	275,414
Density	360.0	343.8	319.5
Rank	9th	9th	9th
Percent Urban	N.A.	63.6	64.3
Percent Rural	N.A.	.36.4	35.7

Note: All area figures are land and exclude inland water.

N.A. - Not available

(1) Estimate prepared by the Office of State Planning and Development

Major Products

Agriculture (3)	-- Crops (field crops, horticulture specialities and fruits
	-- Livestock Products (meat animals and miscellaneous livestock products, and dairy and poultry products
Manufacturing (4)	-- Textile mill products
	-- Primary metal industries
	-- Electrical and electronic machinery, equipment and supplies
	-- Machinery, except electrical (mainly textile machinery
	-- Food and kindred products
	-- Apparel and other finished products
	-- Transportation equipment (mainly motor vehicle parts and accessories)

(1) Newspapers published within the county. Out-of-country newspapers circulated within the county are not included.
(2) Includes one foreign language newspaper.
(3) In 1972, the county ranked 1st in the state for production of honey; 2nd, for oats; 3rd, for wheat, corn for grain, hay, tobacco and milk; 4th, for barley; 5th, for peaches; 6th, for apples, eggs, and poultry meat. For livestock, it ranked 2nd for number of hogs; 3rd, for cattle; and 5th, for chickens.
(4) Based on employment.
N.R. - Not reported.

Communication Media

Number of Stations		Number of Newspapers (1)			
Radio	Television	Daily	Circulation	Others	Circulation
5	one	2	Daily 86,852 Sunday 94,645	5 (2)	30,053

Occupational Supply-Demand Data*
Keystone Labor Market Area

Occupational Classification	4 Year Supply	4 Year Demand	Unmet Demand
Professional, Technical, & Kindred Workers	1,341	2,744	1,403
Managers, Officials, & Proprietors	97	800	703
Salesworkers	182	1,680	1,498
Clerical Workers	4,275	4,364	89
Craftsman, Foreman, & Kindred Workers	791	4,280	3,489
Operatives & Kindred Workers	437	3,404	2,967
Service Workers, Private Households	0	300	300
Service Workers, Exc. Private Households	564	5,560	6,996
Farmers & Farm Workers	247	288	41

*Source: Real data taken from the county under study in: Franchak, S. J. & Bruno, N. L. Planning vocational education programs in Pennsylvania: Guidelines for the use of labor market information. Harrisburg: Pennsylvania Research Coordinating Unit for Vocational Education, 1971.

Keystone County
Vocational Education Supply Data*

Vocational Training Agency	Number of Occupationally-Trained Graduates	Percent of the Agency's Total Graduates
Public Secondary Schools	4,031	2.6
Community College	--	--
Private Trade & Tech School	248	1.4
Private Business Schools	851	3.1
State Trade & Tech School	--	--
MDTA	53	0.4
State Retraining Act	265	2.8
2 year Program in 4 year Agency	159	2.8
Private Junior Colleges	--	--
Total	5,607	2.3

*Source: McNamara, J. F. & Franchak, S. J. Planning vocational education programs in Pennsylvania: Guidelines for the use of labor market information. Harrisburg: Pennsylvania Research Coordinating Unit for Vocational Education, 1970.

Underutilized Manpower Resources
Problems and Unmet Needs - Keystone County Labor Area*

Underutilized Manpower Resources

From July 1, 1975 through June 30, 1976, 15,605 persons registered for work at the local Job Service Office. On the 30th of June an estimated 6,146 registrants were still actively seeking jobs. Of this total, 5,095 had some previous occupational experience, while the balance of 1,051 were in pursuit of entry level jobs.

The 6,146 active registrants consisted of 3,540 males (57.6%), 2,606 females (42.9%), 1,383 veterans (22.5%), 1,402 youth under age 22 (22.8%), 1,420 aged 45 and older (23.1%), and 1,604 economically disadvantaged (26.1%). One-half of all those under age 22 and one-fifth of the disadvantaged lacked previous on the job experience. With one in every four registrants being economically disadvantaged, there is unquestionably a large host of unemployed who possess personal characteristics which interfere with their obtaining jobs.

Veterans:

Veterans (totaling 1,383) occupationally favor job classifications in the construction field (272), and also motor freight (83), administrative-managerial (128), engineering (55), production recording (57), metal machining (66) and machinery repair occupations (52). While the opportunities for obtaining jobs in these areas is currently limited, significant improvement is anticipated to take place within the coming year.

Females:

One-third of the 2,606 females, or 903, sought clerical and sales positions. Other chief vocational pursuits included food service (151), electrical assembly (155), fabrication and repair of textile, leather and related products (220), and packaging and material handling (220). Job openings for electrical assemblers are scarce with the prospect of no significant change in the demand situation in the immediate future. As for clerical and sales, turnover will create numerous job opportunities, and those who, given time, fail to latch onto a job likely do not possess adequate personal and job skill qualifications; they doubtless will be forced to switch to other occupational objectives. The strength of labor demand in the remaining occupations is overshadowed by a sufficient labor supply; therefore, finding suitable jobs is expected to be a difficult and prolonged undertaking for the majority of these women.

Older Workers:

Of the 1,420 older members of the jobless pool, one-fifth (262) were bent on clerical and sales occupations. Significantly large contingents were tied to the occupations of administrative-managerial (123), food service (71), metal machinery (65), fabrication and repair of textile, leather and related products (mostly female, 117), and packaging and material handling (125). Most older registrants were job experienced; however, many also had health problems. For the physically and mentally fit who have not reached retirement age, near term employment possibilities in the aforementioned occupations are foreseen to be favorable. There is, however, one exception--the six month outlook for job openings in the administrative-managerial line is poor.

Minorities:

One out of every five job experienced minorities previously worked in service occupations, i.e., food and miscellaneous personal services. Prominent also were occupations in packaging and material handling, miscellaneous construction labor, electrical assembly, and foundry work.

*Source: Bureau of Employment Security. Area manpower review series. Harrisburg: Pennsylvania Department of Labor and Industry, 1976.

KEYSTONE COUNTY

CIVILIAN WORK FORCE DATA - 1972 (1)

	County			State			Percent of State		
	1972	July 1973	1975 (2) Estimated	1972	July 1973	1975 (2) Estimated	1972	July 1973	1975 (2) Estimated
Population (1970)	296,382	-	310,356	11,793,909	-	12,033,218	2.51		2.58
Civilian Work Force	146,200	146,600	-	5,117,100	5,218,000	-	2.86	2.81	-
Unemployment	4,800	4,200	-	271,300	251,000	-	1.77	1.67	-
Percent of Civilian Work Force	3.3	3.2	-	5.3	4.8	-	-	-	-
Employment	141,400	142,400	146,042	4,845,700	4,967,000	5,100,700	2.92	2.87	2.86
Farm Employment	3,100	3,500	2,858	74,000	91,300	64,916	4.19	3.83	4.40
Non-farm Employment	138,300	138,900	143,184	4,771,800	4,875,700	5,035,784	2.90	2.85	2.84

1972 County Business Patterns (3)

Industry	Number of Reporting Units	Number of Employees Mid-March Pay Period	Taxable Payrolls Jan.-Mar. (81,000)
Total	5,193	109,817	$192,603
Agricultural Services, Forestry, Fisheries	39	165	131
Mining	13	1,061	2,687
Contract Construction	520	4,168	9,815
Manufacturing	606	54,922	106,281
Transportation and Other Public Utilities	176	4,572	10,897
Wholesale Trade	367	5,526	11,551
Retail Trade	1,606	17,650	18,719
Finance, Insurance and Real Estate	352	5,180	8,964
Services (4)	1,464	15,578	21,437
Unclassified Establishments	50	258	349
Federal Civilian Employment	N.A.	737	1,772

Agriculture - 1971

	Sales (81,000) and Rank in State						Sales Per Farm (5)			
Number of Farms	Total	Rank	Crops	Rank	Livestock and Livestock Products	Rank	County	Rank	State	Percent
2,470	$47,836	3rd	$12,737	6th	$35,099	2nd	819,367	7th	$15,055	128.6

N.A. - Not Available

(1) Work force figures are annual average

(2) Employment and population estimates prepared by the Office of State Planning and Development

(3) Does not include government employees, self-employed persons, farm workers, and domestic service workers reported separately.

70

71

64

Keystone County Area Vocational-Technical School

Building Statistics

Architectural Area 135,520 Sq. Ft., 93,880 Sq. Ft. of Instructional Areas. The school has 29 instructional shops and laboratories, 4 classrooms, 1 library, a cafetorium and administrative offices. The school is one of three public vocational schools in the county.

Site

57 Acres, Bilmar Road near Spring Valley Road, Washington Township, Keystone County, Pennsylvania

Summary of Costs

Structure and equipment costs		$3,489,031.00
Site Costs	(Built in 1972)	485,334.00
Architect Fee		150,635.00
Total Cost		$4,125,000.00
State Share		$2,274,001.36 - 55.13%
Federal Allocation		795,900.47 - 19.29%
Local Share		1,055,098.17 - 25.58%
		$4,125,000.00 -100.00%

Curriculum and Faculty

Shop and laboratory instruction courses for both boys and girls.

13 - Technical level courses	Total vocational teachers	- 35
24 - Skilled level courses	certified in area	- 34
13 - Semi-skilled level courses	holding B.S. degrees	- 9
28 - Different instructional areas	Holding M.S. degree	- 1
5 - Multi-Teacher instructional areas	Administrators	- 6
2 - Adult Courses in the day program	holding M.S. degree	- 5
	holding DED degree	- 0

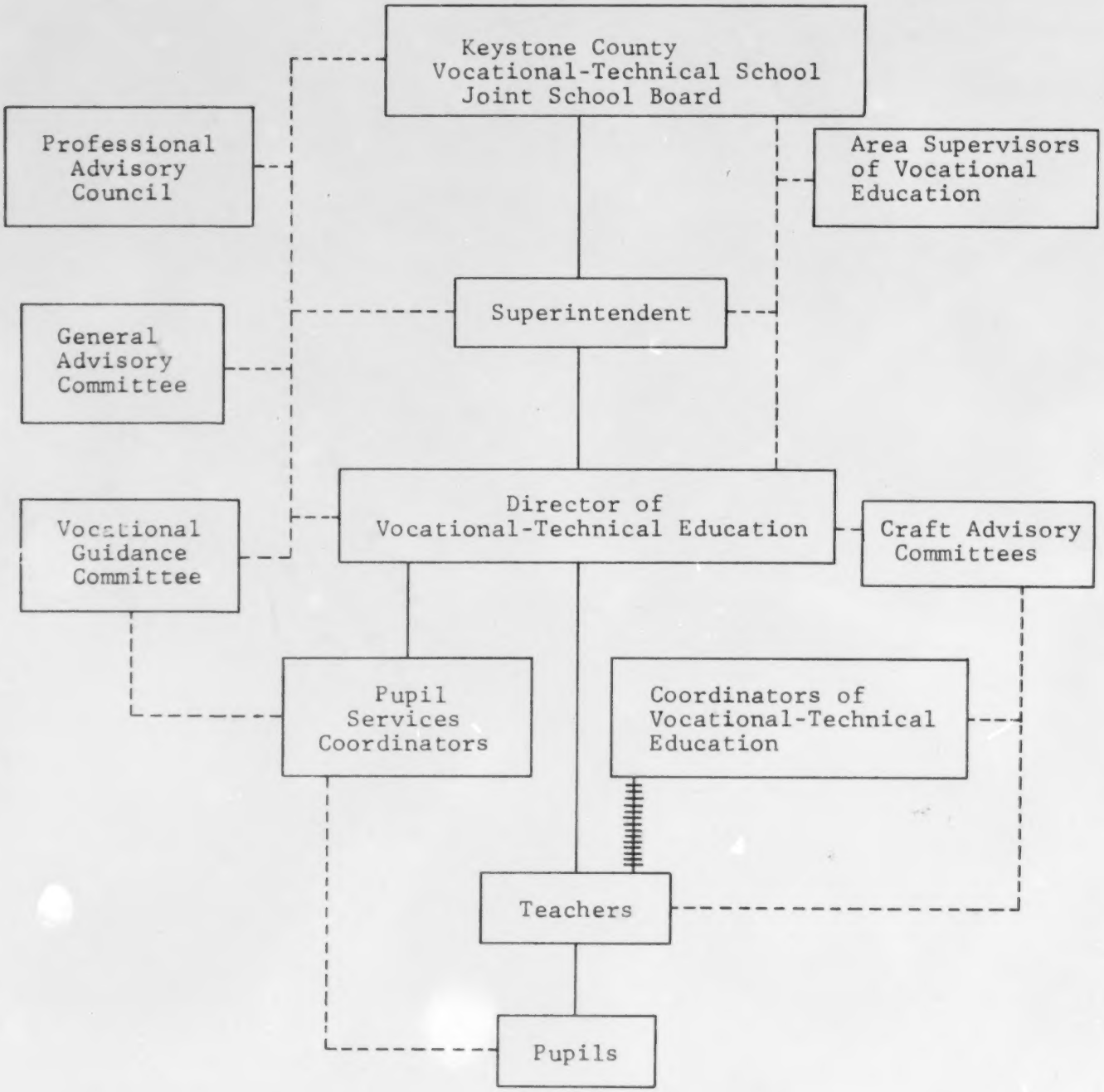
Yearly Estimated Enrollment Statistics

Day Program	
High School 10 through 12	- 1,200 Students
Adult Programs	- 140 Students
Adult Evening Program	
Vocational Extension Courses	- 800 Students
Apprentice Courses	- 400 Students

Students attend home high school half time
Students graduate from the home high school
Students participate in extra curricular activities at the home high school.

KEYSTONE COUNTY AREA VOCATIONAL-TECHNICAL SCHOOL

ORGANIZATION CHART



KEYSTONE COUNTY AREA VOCATIONAL-TECHNICAL SCHOOL

EDUCATIONAL PROGRAMS

	Number of Pupils	Technical TL	Skilled SL	Semi-Skilled SSL	Course Length in Yrs.	Boys	Girls
Appliance Repair	40		X	X	3-2-1	X	X
Architectural Drafting	40-60	X	X		3-2-1	X	X
Auto Body Repair	40		X	X	3-2-1	X	
Automative Trades & Technology	80	X	X	X	3-2-1	X	
Building Maintenance Mechanic	40		X	X	3-2-1	X	
Cabinet Making	40		X		3-2-1	X	
Carpentry	40		X		3-2-1	X	
Computer Technology	50-75	X			3-2-1	X	X
Cosmetology	40-50		X	X	3	X	X
Distributive Education	40		X	X	2-1	X	X
Electrical Maintenance & Constr.	40		X		3-2-1	X	
Electronic Technology	40-60	X			3-2-1	X	X
Food Service	80	X	X	X	3-2-1	X	X
Graphic Arts Technology	80	X	X		3-2-1	X	X
Health Assistant	40		X	X	2	X	X
Industrial Chemistry	40-60	X			3-2-1	X	X
Machine Design Drafting	40-60	X	X		3-2-1	X	X
Machine Shop Practices & Tech.	80	X	X	X	3-2-1	X	
Office Management	40-60	X	X		1	X	X
Plumbing & Heating	40	X	X		3-2-1	X	
Sheet Metal & Air Conditioning	40	X	X		3-2-1	X	
Textiles and Clothing	40-60	X	X	X	3-2-1	X	X
Trowel Trades	40		X		3-2-1	X	
Upholstery	40		X		3-2-1	X	X
Unit Record Equipment	40-60		X	X	1	X	X
Welding-Metal Fabrication	40		X		3-2-1	X	

Technical Level - These courses will prepare a student for entry technician employment or prepare the student to continue his education at a post high school technical institute or on a college level if he so desires. These courses, therefore, have a dual purpose. These courses will be for three periods per day thus allowing an extra period for an academic Math subject. Students enrolling in these courses must have average or above average achievement in Mathematics and Science to be able to profit from this level of instruction. The courses are planned to be either one, two or three years in length starting in grade 10, 11, or 12. Some courses such as Office Management will be one year in length for senior students having a background in Business Education. TL

Skilled Level - These courses represent those that are designed to prepare students for entry into the traditional skilled trades, such as automotive, carpentry, machinist, electrical, etc. occupations. Instruction will be on a broad base thereby providing job opportunities for a group of related occupations. The academic education of the student should be programmed to fit his abilities and aptitudes. These are normally three year courses starting in grade 10. However, with the opening of the Vo-Tech School consideration will be given to 11th and 12th grade students. SL

Semi-Skilled Level - These are specialized courses designed to provide a single skill for specific employment. They will attempt to serve the needs of students who have given evidence that they may leave school before graduation. The academic education of the student should be programmed to fit his abilities and aptitudes. However, a student may stay as long as he can profit from the instruction. As many students as possible will be accommodated without jeopardizing the instructional program for the full time student. SSL

Keystone County AVTS Student

Population Occupational Interests

Each of the home schools serving the Keystone County AVTS administers a nationally known occupational interest inventory to all ninth graders. Each student's results were discussed with him/her in individual counseling sessions with the home school guidance counselors. The school's compile their data and send it to the vocational-technical guidance department. The results of the vocational-technical school's guidance department compilation appear below. Remember, though, that there is overlap in interest investory tabulations. That is, any one student may have expressed interests in several occupational areas.

	Job Group	% Having Interests
1.	Accounting - Data Occupations	48.8
2.	Agribusiness Occupations	10.4
3.	Agriculture Production Occupations	9.3
4.	Air Transportation Occupations	12.5
5.	Audio-Visual Occupations	24.3
6.	Building Trades Occupations	24.7
7.	Child Care Occupations	23.6
8.	Metal Working Occupations	13.1
9.	Community Services Occupations	12.2
10.	Consumer-Homemaking Occupations	16.6
11.	Electricity-Electronics Occupations	15.9
12.	Entertainment Occupations	8.7
13.	Environment Occupations	7.7
14.	Fashion and Apparel Occupations	5.8
15.	Foods Occupations	6.3
16.	Health Occupations	32.8
17.	Hotel-Motel-Housing Occupations	4.5
18.	Insurance-Finance Occupations	3.9
19.	Journalism Occupations	12.7
20.	Land Transportation Occupations (e.g. truck driver, auto mechanic, auto body man, etc.)	9.4
21.	Marine Occupations	2.1
22.	Office Occupations	25.5
23.	Personal Service Occupations	4.9
24.	Recreation and Tourism Occupations	16.2
25.	Sales and Marketing Occupations	12.6

Keystone County Area Technical School

General Information

APPLICATION FOR ADMISSION

Application for admission to the Vocational-Technical School will be made through the Guidance counselor of the Home High School.

SELECTION AND ADMISSION OF STUDENTS

Selection of students for attendance at the Vocational-Technical School will be the cooperative responsibility of the home school and the Vocational-Technical School.

To be eligible for admission, a student must be enrolled in a public or parochial high school in the Pennsburg area and be 14 years of age or older and completed 9th grade. Students who can reasonably be expected to profit from the instruction are selected for enrollment at the Vocational-Technical School. General school records, experiences, activities, teachers' recommendations, attendance patterns, etc., are carefully reviewed in determining whether or not a prospective student has the ability, aptitude, and interest needed to master the skills and knowledge required to be successful in the program level or course which he has chosen.

The Federal and State laws pertaining to vocational-technical education require that students must be able to profit from the courses of instruction being offered. Therefore, some students may not be accepted for certain courses if their test scores and school records, and teacher rating indicate that they may not be able to meet the standards of that occupational field. For this reason, students will be given the opportunity to select several course offerings. Students and parents should give as much serious consideration to the second choice as they do to the first choice.

ATTENDANCE

A most frequent question asked by employers is, "Has the student been dependable and regular in his attendance?" This is a most important factor. Good and faithful attendance is a requirement. Student attendance will be kept on a clock-hour basis. This procedure is used so that records will show the number of hours of training accured during a student's attendance. This time record will be used for apprentice and licensing pruposes in some areas of training.

RECORD KEEPING

An accurate and comprehensive system of records will be kept by the Vocational-Technical School and the home school for each student. These will include grades, attitudes, attendance, personal characteristics, safety habits, hours of instruction, and work achieved.

GRADING

Grades will be issued in accordance with the policy of the home school system. Students who fall below acceptable standards will be required to upgrade their current status or be guided into another program of learning.

STUDENT CONDUCT

Students will be expected to conform to all rules and regulations as established by the Vocational-Technical School Board. Discipline is an important phase of the student's training. Records will be kept by instructors on student attitude and behavior. These records will be used when placing a student in a job after graduation.

Failure to conform to these rules may result in reassessing the educational program the student has selected.

SAFETY

The Vocational-Technical School will require that students adhere to its safety program. Students who practice faulty safety procedures will be down graded and if the practice continues, their educational plan will be re-evaluated. The individual safety of every student is our chief concern.

CAFETERIA SERVICE

The Vocational-Technical School is equipped to serve a full school lunch program. Students eating at the school will be invited to take advantage of this program. Students carrying their lunch will also use the cafeteria facilities.

TRANSPORTATION

Transportation will be provided by the Home School.

STUDENT DRESS

Modest and sensible dress will be encouraged. In many areas of instruction, students will be required to wear the type of

clothing commonly worn in the trade, craft, or service occupation.

WORK EXPERIENCE PROGRAM

Under a cooperative training program the proficient student will be released for work experience in a school-work program during the 12th year. This will provide instruction in occupations under real work conditions and under the supervision of the subject teacher or coordinator, and the local businessmen providing practical and to the point training. Care will be exercised by the school to instill in the student feelings of good will and loyalty toward the trade and the individual businessman under who immediate direction he is studying. Students not maintaining a passing academic standing will be removed from this program. The teacher or coordinator will make visits to the industrial plants where students are working for the purpose of observing their work and receiving suggestions from the businessmen for improvement of instruction.

GUIDANCE AND COUNSELING

The Vocational-Technical School will be staffed with a Student Service Coordinator (Guidance Counselor) who will coordinate the school's guidance program with that of each sending school. He will also maintain close contact with business and industry to assist in placing students in employment or advanced schooling. Guidance services help to direct youth into programs of preparation for jobs in the adult community for which they have ability and in which they have prospects for success.

The selection of a career is one of the most important decisions students are called upon to make. The student can be assisted in selecting his or her career when he or she is provided with accurate information and sound counseling. There is no magic formula to help determine which vocation is best for a student. However, course outlines have been developed to help the counselor evaluate each student's request realistically, against the requirements of the different vocational fields. Test results are not considered the only criteria for the selection of students. Recommendations from industrial arts teachers, home economics teachers, and other professional personnel are considered valuable in the selection of students. By combining test results and recommendations, the counselor will have a more complete picture of the student's abilities.

Keystone County AVTS Senior Placement
Report 1972-1976*

Class and Date of Report	No. Students	Direct	Related	Non-Related	Post H.S. Training	Armed Services	Unemployed	Not Available for Employment	Percent Placed
Class of 1972 Total 6-25-72	295	137	31	37	36	22	32	N/A	90
Class of 1973 Total 6-6-73	364	223	17	41	24	12	47	14	91
Class of 1974 Total 6-6-74	331	202	22	26	12	13	34	22	90
Class of 1975 Total 7-8-75	351	151	13	71	25	29	53	9	85
Class of 1976 Total 7-6-76	344	162	10	47	30	24	53	18	85

*Source: School records furnished by the administration upon request.